

VOLUME XVI

No. 3

The A.T.A. Magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION
Magistri Neque Servi

Dr. M. B. Lazerte
11014-80 Ave.



NOVEMBER, 1935



Fall Convention Issue

THE SMALL UNIT MUST GO

"THE small unit must go, but we must strive to retain the element of good which resides in it. Planned and retained because it fostered local interest in educational problems, we who would substitute something for it must see that local interest where it is to the best interest of the child, is not lost. In my opinion, the sort of local interest that the small unit fosters would be better lost entirely, for it seems to me that, very frequently, the interest displayed in the affairs of local boards, is an interest directed toward petty economy or the satisfaction of personal prejudice. The true parent will always be vitally interested in the mental development of his child, whether the school in which he receives his instruction is directed singly or jointly with 100 or more other schools."

—From C.T.F. Presidential Address of J. R. MacKay,
at Ottawa Conference

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Vol. XVI

NOVEMBER, 1935

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Editorial

UP, MAN AND TRY!

ANY person who has lived his life amongst boys and girls, leading them to higher planes of thought, enjoying their fellowship, listening to their confidences, getting below the surface and diagnosing their hopes and aspirations, dreams and visions for the future, finds his capacity to fulfil his mission so circumscribed today that, inevitably he must go beyond the walls of the classroom, out into the world. The days are gone when the teacher is content to be an academic recluse plus a kind of social wet nurse whose activities are confined within the borders of his school district: a wider conception of his duty, of his responsibility to young life is stirring within him. It is surprising how people who previously have been blissfully unconscious of the teacher's existence as a citizen are resentful of his advent to public life with its resultant displacement of the stock type of politician. Such are now urging that a teacher's duty begins and ends with the work in school—that the curriculum is broad and comprehensive, sufficiently so as to provide any "right minded" teacher following along the lines of the course laid down with plenty of scope to guide young minds who will become great, to give the child spirit wings and point the way to noble things.

NO teacher worthy of the name could leave the young soul "as marble in the quarry, showing none of its inherent beauties until the skill of the polisher fetches out the colors and makes the surface shine." But the sad condition today is that after the marble has been quarried and polished until the colors are brought out and the surface shines, modern society seems to be constructing no edifice wherein the craftsman's beautiful, new product may find lodgment. The boys and girls of today and of tomorrow are leaving our educational institutions by the tens of thousands, finding they have nowhere to go; they are unwanted and they are being chucked on the dumping

ground for derelicts. Teachers are bitter at the results of social and economic inertia of the past decade, of its Micawber-like "waiting for something to turn-up", as exemplified by the politics and politicians of the immediate past, while, in the meantime, our young people are unemployed, chafing uselessly at the bit until becoming resentful and disgusted they lose their early idealism and aspirations to run a good race in life. The present economic and social order of things has disgusted teachers and they are stirring into political consciousness: they are dreaming dreams and seeing visions of a future society where boys and girls will no longer be confronted with unsurmountable obstacles in the pathway of their entry to life and a fuller living.

* * * *

SOCIAL thinking which has hitherto been spread widely and perhaps confusedly over the fields of politics and economics, is getting clearly more and more focussed on the educational enterprise, as the key to civilization. Our best thinkers are turning to it and thoughtful men everywhere are coming to see that going right in our education is the beginning of going right in our thinking about the future of society in general. It follows therefore, that the competent educator must needs keep himself abreast of social and political thought, and be in a position to supply his charges with knowledge of and information concerning such ideas and thought. He must keep himself abreast of the times and get away from the "bricks and mortar" complex and substitute therefor the concept of the builder, the architect.

* * * *

IN the past it has been traditional almost to sneer at teachers as being cranks, theorists, idealists, boys-amongst-men-and-men-amongst-boys. It might be well to suggest here, that there have been too many vacant spaces in the ranks for idealists, theorists, etc., and too much overcrowding into public life of (so-called) practical, hard-headed men of the world—opportunists, time-servers and yes-men of the privileged classes and the established order of things. Maybe, the socially-minded and politically-participating teachers will drive home the lesson that idealism and practicability are not necessarily contradictory terms, that they are complementary. Perhaps the ten teachers in the Provincial Legislature and the five or more recently elected to serve at Ottawa will show the people of Canada that a new spirit of practical idealism enters our legislative halls, an idealism which will never become dimmed so long as the teacher legislators remain champions of the boys and girls of yesterday who aspire to fulfil their mission in society, unimpeded by stupidities and iniquities of financial tradition and economic stalemate. Organization of thought, of fact, of work, of procedure, is the key to discipline and effective teaching: in other words, the competent teacher must necessarily be a first-class organizer. We have every conviction that this faculty of organization can and will readily be transferred to situations outside the classroom—to politics and legislative work. The teachers of Alberta feel confident that their confreres in the legislative chambers will do honor to their calling. The latter find them-

selves in an entirely new environment; they will find doubtlessly that they will be looked at askance, regarded with suspicion and jealousy: nevertheless, we who know them and participate with them in their wonderful success, voice the assumption that the idealism of the educator can be transplanted into the wider sphere of public service to the benefit of their early love and also to the nation as a whole. They have one significant advantage over the common run of politicians—they are in first hand touch with the difficulties of the homes of their pupils—consequently they have a more intimate knowledge of the home conditions and living problems of the more significant portion of the general public. It may be, therefore, that the teaching profession is at the crossroads of public regard and confidence. As Premier Aberhart said recently to the Edmonton teachers: "Throughout the ages lawyers, artists, soldiers, philosophers, etc., have had their day. Now it is the teachers' turn." Certainly they have a glorious opportunity, an opportunity which will not be marred just so long as they hold to the spirit of devotion to the boys and girls, and maintain the idealism that has motivated them to step forth into the political arena.

* * * *

BLOWING DUST IN THE EYES

A RECENT editorial in *The Calgary Albertan* takes issue with the Calgary City Council for deciding to hold a plebiscite respecting teachers' "rights". (The quotation marks are interted by *The Albertan*). The sum and substance of the editorial is that the teachers already enjoy the "rights", so why should there be a plebiscite on the matter to befuddle the ratepayers. In support of their categorical statement that the "rights" are already enjoyed, they cite the cases of the late C. Lionel Gibbs, M.L.A., of M. J. Coldwell, M.P., and Premier Aberhart, and then suggest that collective bargaining with the City School Board and with the Provincial Government has been in effect as long as the writer can remember. Perhaps the worthy editorial writer would write differently if only he gave a little serious thought to this matter, delved into the facts and kept his eyes open for news items in the daily press of this Province and throughout the Dominion of Canada. Has the writer never heard of the regulation of the Board of Governors of the University of Alberta, precluding members of the University staff from participating in provincial politics? (This in spite of the fact that the Courts held in the Powlett vs. University case that the University employees were not civil servants.) Has it never been brought to the attention of *The Albertan* that Mr. Coldwell was dismissed by the Regina School Board by reason of his political activities? Did no little bird ever whisper to him that there was a move afoot a number of years ago to require Mr. Aberhart to abandon his church activities if he desired to continue on the Calgary staff? Did the writer think it was all "hokey", that gave rise to the statement that the Calgary School Board ordered certain members of the staff to "walk the carpet" because of their alleged political or other activities outside the school? Perhaps they forgot that a member of the Calgary School Board was credited in *The Albertan* itself

with the statement that the attitude of the majority of the members of the Calgary School Board amounted to discrimination and intimidation of their employee. Did they never hear of the attempt of the Edmonton City Council some years ago to secure amendments to the Edmonton City Charter to preclude teachers in the service of the Edmonton Public and Separate School Boards from becoming candidates for election to the City Council? Again, with respect to the allegedly enjoyed facilities for collective bargaining with the Calgary School Board, is it not a matter of fact, not of opinion, that that principle was denied the Calgary teachers, last spring? Perhaps *The Albertan* thinks it is collective bargaining for the school board to decide just what they intend to do and then call representatives of their employees together and tell them about it? Will *The Albertan* define for us the term "bargaining"? Perhaps their interpretation of the term "bargaining" is different from that of the teachers, but we beg to assert that a definition must cover every single case; otherwise it is not a definition.

Again, has *The Albertan* ever taken the trouble to examine The School Act and look up the interpretation of the term "elector"? If they did so they would find that the 1933 amendment to The School Act had the effect of disfranchising the majority of teachers of the Province. If they went a little further into the matter they might find that a certain City Charter of a City in Alberta is so arranged that even with the disadvantageous interpretation of the word "elector" in The School Act, teachers who qualify to vote under The School Act under that City Charter are not able to vote in School Board elections.

If time and space permitted, this matter could be dealt with at length and prove the editorial in *The Albertan* is misleading—not because they intended it to be so, but because it is so obviously not written following due reflection. We could quote examples and cases galore to justify any unprejudiced person with brains coming to the conclusion that there are real grounds for teachers to continue striving for rights to collective bargaining, and for the full privileges of citizenship to be accorded to them.

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Eastern Exchange

By EFFIE R. REID, Lethbridge, Alberta

IN pursuance of a firmly-rooted conviction that a change is sometimes a great deal better than a rest, it was my good fortune to spend last year in Eastern Canada, having effected an exchange with a member of the public school staff of Bridgewater, Lunenburg County, Nova Scotia. One reads and hears a great deal these days of the new demands modern times are making on educators and education; of the need for broader vision and understanding, for a Dominion-wide rather than a provincial consciousness and I am convinced that, if we as teachers are to make our necessary contribution to the building of this broader viewpoint, a little investigation of conditions prevailing outside our accustomed circle is a long step in the right direction. It is an illuminating experience to sample the problems others are handling, to brush shoulders with their victories and defeats, to gain from them the inspiration of new ideas.

Lunenburg County, Nova Scotia, founded by German settlers when a prince of the Hanoverian line came to the throne of England, presents aspects of Canadian life which are a great contrast to those of the West. Attractively bleak little fishing villages cling to rocky caves protected by stark headlands against which the grey Atlantic flings the rolling thunder of its might; battered old "four-masters" creep gingerly up the tidal rivers to ship or discharge cargoes of pulp-wood or lumber; along the winding roads slow-footed ox teams plod in the dust of our modern hurry. There spring brings the fair beauty of apple trees in bloom; autumn splashes the hillsides with the living flame of the maples. It is an older land and a storied one. Over the islands of Mahone Bay still floats convincingly the lure of pirates' buried treasure and the fishermen tell strange tales of lights that flicker and voices that wail on stormy nights.

Near Bridgewater is the town of Lunenburg, centre of the cod-fishing industry, looking down from its narrow, hilly streets on the harbour which is the home of that pride of all Nova Scotians, the famous "Bluenose," queen of the North Atlantic. Not far away is lovely Chester, most charming of summer resorts, with its face turned toward the island-studded Bay where the white-winged yachts sweep off to meet the open sea. Back from the coast stretches a rugged country from which a hardy people has wrested orchard and garden to build the comfortable farmsteads of today. In many of those same homes the customs of yesterday still prevail; the handicrafts brought across the ocean long since are not forgotten and even in this day of wholesale manufactured production many of the women still weave linen and wool by hand and hook the most artistic of woollen or rag mats.

To Nova Scotia belongs the charm which must always linger in the wake of events that have made history. The ruins of Louisburg, the grass-grown fortifications of Annapolis Royal, the Halifax citadel with its batteries of obsolete cannon resuscitate that epic struggle for possession of the New World. Shelburn homes, with their handsome eighteenth century mahoganies recall those gallant and persecuted people who left comfort and oftentimes wealth for the sake of a great ideal. The hand-built dikes of the Basin of Minas and the spreading French willows of Grand Pré are pathetic reminders of another people left desolate in war's grim path. Much of the province is a living monument to some of the most interesting chapters of Canada's history.

Two years ago Nova Scotia adopted new curricula which necessitated sweeping changes in the educational system. The

Junior High School idea has been introduced and promises really fine avenues of development, particularly for the academically minded student. It offers a wide range of subjects and each subject presents a broad scope requiring judiciously intelligent selection on the part of the teacher to meet the needs of each individual class. Curricula are, as Dr. Munroe, Nova Scotian Superintendent of Education, aptly puts it, "the direction in which education should move," and if this is so, our eastern province-by-the-sea certainly will, if it follows the direction indicated, pursue a finely constructive path to a shining goal of achievement.

Hand in hand with this movement toward a broader education goes, naturally, a movement toward a higher standard of teacher training and qualifications. This is leading to improved Normal courses and the best of Summer School facilities—these latter unfortunately discontinued last summer owing, apparently, to the incomprehensible modern desire to cut costs on the branch of human endeavor most likely eventually, to bring us better times. Teachers are encouraged to raise the grade of their professional licences since the Provincial Government grant, which is paid to them personally, varies according to the class of certificate.

In many inspectorates in the maritime provinces, the "helping teacher" who is really a local supervisor, organizes and conducts teachers' study clubs and gives general help with specific class-room difficulties. Rural schools are visited and considerable time given to their problems. Such an organizer, generally someone with several years' actual teaching experience, renders invaluable assistance to her district, while the study clubs, kept alive and vigorous by this outside influence, provide the opportunity for exchange of ideas and the study of new subjects or common difficulties. Outside speakers are occasionally asked to address these groups, or demonstrations given, while the district inspector is frequently present to lend a helping hand.

Cultural subjects are encouraged by the Department of Education in a very concrete way. A special grant is paid for the teaching of music—two hundred and fifty dollars per year for ten hours' musical instruction per week or a proportionate sum corresponding to the actual time spent, the money going to those who carry on the work. Nova



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Of particular interest is the work being done by some of the special schools of the province. Just outside Truro is the Nova Scotia Training School where boys and girls who would be among the misfits of academic life and who might otherwise quite well become charges of the state, are trained to be useful citizens. It is, of course, a residential school with its little village of fine buildings surrounded by model fields and orchards. Here the boys are taught various branches of agriculture and crafts, while the girls receive efficient instruction in cooking and sewing. All attend classes where the regular school work is taught and in which they may progress to the limit of their ability. All are given the opportunity of learning various types of hand-work, at which they frequently excel. All are taught to sing. The splendid and lasting results of this institution are the only argument needed in its favor, for it is assisting materially towards the aim of education—to reach all the children of all the people.

So, in the Maritimes as on the Prairies, the quest for something better, more applicable to the exigencies of the present, goes on apace. In the vanguard marches the Nova Scotia Teachers' Union under the captaincy of able and enthusiastic leaders with one of whom, Mr. Corkum of Mahone Bay, it was the writer's privilege to be associated in the Bridgewater Local last year. Their problems, with slight variations, are our problems; their aims and ideals are ours also. Together we must strive for the same goal, for only so can we hope to achieve the Canada of tomorrow which is the dream of all.

ANOTHER TEACHER M.L.A.



G. L. MacLACHLAN, M.L.A.
Coronation Constituency

Some Thoughts on Education Past, Present and Future

By SUSIE BAWDEN, Lethbridge, Alberta

ANNADALE'S dictionary defines Education as: "The act or art of developing and cultivating the various physical, intellectual, aesthetic and moral faculties."

A recent writer on educational topics says: "In his humble opinion there are three aims in education: (a) To pass on the accumulated knowledge of mankind; (b) To prepare the child for an intelligent adult life; (c) To develop strength of character."

To quote further: "Our language, literature and history, the arts, sciences, and mathematics, our ideas of government, morals and religion—a knowledge of all of these is essential, if our children are to cope successfully with the future."

Do we realize that the children and youths who are crowding our schools today, will have to deal with all the problems that are making such a mess of our civilization? What will be their attitude towards war, disarmament, international relationships, trade, tariffs, currency, religion, in fact the whole gamut of human relationships? Where can we look for the answer but to the curricula of our public and high schools, and universities?

In primitive days, while there were no schools, the youth of that day were given some training to fit them for the activities of later life. The boys learned to use the implements of war, and the hunt, while girls were trained in domestic duties by the older women.

As civilization advanced the demand for religious training followed. From institutionalized education, under the supervision of the Church, to public education under supervision of the State followed.

From Europe came the system of examinations, which allowed bright pupils to pass into the higher schools from the common schools. This system was copied in America, and today examinations are the means of promotions from public to high schools, and from high schools to universities. At present there is a difference of opinion as to the importance of examinations.

A century ago, the three R's were mostly all the State demanded as essential to an elementary or common school education, while today we have an almost over-loaded curriculum, and the law compels every child to attend school until a certain age.

For many years, our educational system catered to those who desired to enter university, but recently there has been a growing dissatisfaction. The present economic crisis has

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proven that square pegs are still bumping about in the round holes of the academic world, and some of the queer pegs that are neither square nor round have not been able to find a hole of any sort.

Most of our larger cities have realized that the old order has changed, and Commercial High Schools were established; then followed Vocational High Schools, and more recently Technical Schools.

It is to be regretted that in our own Province of Alberta, the Department of Education as yet does not recognize either the girls' Home Economics Course or the boys' Manual Training Course as an equivalent of the Academic Course which gives entrance to Normal School or University.

Technical education has for its aim the same goal as any other system of true education, namely, to fit the student to take his place in the society of today, and therein to live an intelligent, useful and successful life.

We read in the press of the number of youths in our reformatories, prisons and penitentiaries. Investigation has proven that many of these cases were the habitual truants at school, perhaps because they were misfits. Surely it is wisdom to provide courses that will suit all. "Every human being has a right to a vocation, in which he shall find joy, adequate self-expression and an opportunity for worthy service."

Looking to the future, other changes may be coming.

We speak of equality of opportunity for every child, but is there? The ordinary class-room contains three types of pupils, the clever or brilliant, the average, the slow. Usually the first type mark time, while most time is occupied with the last group.

In Saskatoon, one of the professors in the University has been examining some of the classes and dividing them into the three groups mentioned above. The results are obvious. Brilliant children usually become leaders in after life, and from the national standpoint it is desirable that they be given, if possible, the kind of training that will fit them for efficient leadership.

The third group needs specially trained teachers, and many of them need to be examined by a psychiatrist to determine just what they are best fitted for.

The gap between our Public and High School is too great and many students lose their interest under the present system. However, our educators are aware of this, and now Junior High Schools are being tested in many cities, and from reports seem to have passed the experimental stage. We understand that Alberta has decided to introduce them into the new curriculum shortly.

A short time ago, an address was given to the Board and Staff of the Ottawa Technical School by A. E. Carrigan, in which he compared Vocational Guidance to a Medical Clinic. "When the parent is unable to decide what walk of life his child should follow, he should be able to go to the Vocational Guidance specialist and ask for a complete examination of the child's capabilities. After examining the scholastic record, considering the physical qualifications, family history, manual dexterity, mental and temperamental tendencies, together with other factors, he will be able to point out clearly what path in life the child should follow." What a relief for the parent to have such guidance!

The radio and movie film will no doubt become a wonderful help in the teaching of many subjects in all grades, and one cannot imagine a more delightful way of acquiring knowledge.

Music, art and the drama are being given more importance upon our time-tables. Our schools are indeed busy places with all their extra curricular activities. There are literary and dramatic societies, school journals, soft ball,

basketball, tennis, rugby, orchestras, concerts, dances, etc., all of which tend to develop the various talents of the students.

Dr. J. G. Althouse, Dean of the Ontario School of Education, writing of the revision of the school curriculum, would consign to the rubbish heap: "(a) The preference for a single, authorized text-book in a subject—instead the pupil should be encouraged to read all he could find on the prescribed subject. (b) The matriculation fetish, that is, the idea among business men and employers that none need apply unless they have a matriculation certificate. (c) The competitive report, which the child brings home, showing where he stands in comparison with the other pupils, instead of showing the child's attitude towards his work, or comparison with the best that he can do."

What unhappy times in some homes when reports are brought home. Child afraid to show it, sometimes deceit begins here. Encouragement, not fear the secret of real education.

One wonders what will become of homework in the schools of the future. This is a bugbear to both children and parents. It may mean longer school hours, with periods of supervised study, where pupils learn how to study, unhampered by the many distractions in the modern home.

Many people think that the core of a school curriculum should be social relationships, and that it should deal with such subjects as our inheritance, our attempts to control nature, our rules of community living and the duty of an individual to society. So it is interesting to note that the Minister of Education of Ontario has announced that provision is being made for the teaching of a course in Canadian civics. A reader, outlining the growth of public service, and the development of the present structure of government in the Dominion, the provinces and the local municipalities, and setting forth the obligations of citizenship has been prepared. The aim of this course is to acquaint pupils in their school life with the principles underlying forms of government and to make them familiar with the operations of the several branches of public administration, to the end that they may become intelligent and useful citizens. This is to be taught in the two last grades of public school and in the lower school classes of the high, vocational and continuation schools. The course is obligatory, but it will not be a subject of the departmental examinations. A step in the right direction! What next?

After writing that last sentence, the following headline: "Social Credit Text-book for Schools Planned," appeared in the day's news.

Premier Aberhart evidently has the same idea as the Minister of Education for Ontario, namely, that our young people cannot begin too early to learn about methods of government.

So much for the curriculum, but what about the teacher? The teachers of the future may be selected for their personality, rather than so much stress being laid on their scholastic attainments. Dean Althouse, quoted before, sums it up when he says, "No finer attitude than that of the Great Teacher, who said, 'I am come that they might have life,' could be held by the teachers of today."

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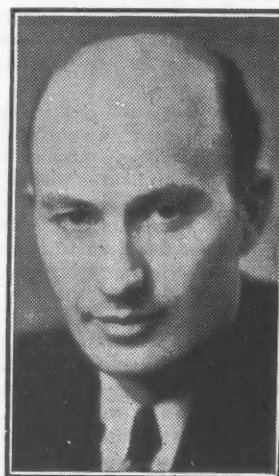
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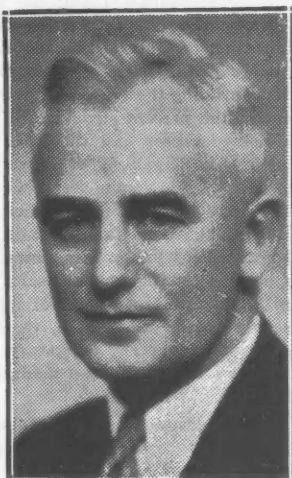
Teachers Elected to Federal House



M. J. COLDWELL, M.P.
Rosetown, Sask., Constituency



W. F. KUHL, M.P.
Jasper - Edson Constituency



J. H. BLACKMORE, M.P.
Lethbridge Constituency



WM. HAYHURST, M.P.
Vegreville Constituency

EXECUTIVE MEMBER ELECTED

The Geographic Representative on the Provincial Executive of the A.T.A. for Northern Alberta was successful in the recent Federal election, and members of the A.T.A. throughout the Province join with his supporters in the Vegreville constituency in congratulating William Hayhurst and wishing him bon voyage.

Although born in England, close to the city of Carlisle, he is entitled to be labelled "veteran teacher," for since 1910 he has had 25 years' experience in schools of different types throughout the Province. Previous to his being appointed to his present post as Principal of the Vegreville High School, he was in charge of the village school at Minburn, where the citizens thought so much of him that

they made him their Reeve for four years, until he left for Vegreville. The fact that he has farmed a section of land for a number of years and thoroughly understands the Western farmers' viewpoint and difficulties is a valuable asset to Mr. Hayhurst in his new sphere. Besides that, he is one who inspires loyalty and confidence, inside school and outside amongst the public. A man of cheerful disposition, abundant energy, alert mind, sound judgment, and common sense with capacity for leadership in uncommon degree, Mr. Hayhurst should make his mark at Ottawa. Always keenly interested in public question and community affairs, at last his years of earnest endeavor culminate in his bearing the title M.P., but we miss our guess if Hayhurst, when he has settled into harness, will be a mere work horse. He believes strongly in team work but if need be will not hesitate to kick over the traces.

Pioneer Panorama

By C. Frank Steele, City Editor, *The Lethbridge Herald*

TALES of the Blackfoot Country were often told when I was a boy down in the southern end of Alberta. Today they are heard only occasionally, most often when Old Timers get together to recall those Yesterdays which with the passing of the years are becoming little more than memories.

I remember Alberta at the "Turn of the Century." It was a rich, a beautiful land. The pioneers were coming in via the overland route and the wire fence was worrying the cattlemen. Even then the great cattle companies were receding before the "March of Time," a march that was bringing into the growing empire of the northwest an agricultural army—a new civilization!

In those days this was an open country. The prairies were covered with grass that brushed the bellies of the feeding horses and cattle. Ranchers and farmers cut the native grass for hay. It made perfect feed and Southern Alberta's grass finished beef was the talk of the Chicago and Liverpool markets.

In the spring and early summer the prairies were sweet and joyous in their riot of native flowers. The chinook would drive back the winter and almost overnight the great plains would be freshly carpeted, bedecked with the early spring blossoms. Spring was always a season of adventure. Fresh, busy days of planting and ploughing and shortening nights were followed by rains. And how it rained in the early days! The whole countryside would be soaked by successive downpours; small creeks would expand into wild torrents and rivers into raging floods.

Then after the rain came the soft, caressing days of summer, the growing fields, the green meadows, the pleasant evenings when far across the fields and beyond the golden hills the sun would set in a halo of glory.

Autumn brought the rewards of the harvest. The endless clicking of the mowers and the binders; the hard, sweaty yet merry days stooking and stacking; the tales of strange lands and magic cities unfolded by the interesting boys who came west with the "harvesters' specials"; the glamor of a trip to the old grist mill with the creaking wagon piled high with sacks of wheat the first day, replaced by flour and feed the second day as homeward we sang our way over the deeply rutted trails.

And speaking of trails. In those days some of the famous trails such as the Fort Benton Trail connecting Fort Benton, Montana, with Fort Macleod, Alberta, were still visible. Then too the many buffalo trails and "wallows" fascinated the small boy, for they recalled that stirring period when the buffalo shared with the warlike Blackfoot the supremacy of this spacious land.

Winter brought many pleasures and some discomforts. But we were young and felt few of the discomforts. Perhaps our courageous fathers and mothers had their anxieties and worries. I am sure they did. Noble were those pioneer men and women! They dared to venture, were ready to toil, to sacrifice, to stake their all in a new land. And likewise to dream! And did they complain? They did not. They faced up life and its burdens and paid their way. They were self-reliant. If they did any leaning it was upon God and He did not shake them.

Folk were simple, resourceful, honest and God-fearing in those early days.

And so the winter brought sleighing parties, candy pulls, lectures, magic lantern shows and—Christmas! Santa Claus

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David M. Sullivan, M.A., Insp. of High Schools.
A. J. Watson, M.A., Supt. of Lethbridge Schools
Inspector A. R. Gibson, M.A.
Inspector H. A. MacGregor, M.Sc.
Inspector Owen Williams, B.A.
Inspector C. C. Bremner, M.A.
President H. G. Teskey, B.A.
Solon Low, M.L.A., and others.

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VII and VIII.

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Mathematics and Science; English History and
Geography; General Meeting of H.S. Teachers.

President: **H. G. TESKEY, B.A.** Secretary-Treasurer:
GEO. WATSON

always came, but frequently his sack was far from bulging. Often gum drops were about the only "store" candy he had, especially if the freighters were unable to get over the snow-clogged trails. But we were happy, happy in the love we bore for each other, in the sharing of the lively and ever-bracing interests of a new country, particularly when that country happened to be the Last Great West.

Southern Alberta's early history is built round the lives and works of a number of strong and mighty men. There were "giants in the land" in those days. Some of these I knew and admired as a boy; others I met through the story of the "Winning of the West" as told by my pioneer teachers.

Of course we youngsters thrilled at the story of "Jerry" Potts, the brave and clever half-breed Piegan trader and guide—he afterwards became a trusted Mounted Police scout—who led the Blackfeet against the Crees in that last great Indian battle near the present site of Lethbridge. The Bloods and Piegans utterly routed their tribal enemies that eventful week of October 21, 1870, driving them into the swirling Old Man River, there to drown or be butchered without quarter by their victors. A formal treaty of peace was signed the next year by the two nations at a great council on the Red Deer river.

Soon after this historic Indian battle there came into Southern Alberta "Nick" Sheran, young Irish-American adventurer. He drifted in from Fort Benton, Montana, head of navigation on the Missouri river. He was in search of gold but found coal instead and became Alberta's first coal miner and operator. He was operating a mine at Coalbanks (Lethbridge) when Col. Macleod and the original detachment of North West Mounted Police came into the country and founded Fort Macleod in the fall of 1874. Sheran laid the foundation of the coal industry, the Galts, Sir Alexander T. and his son Elliott, following soon after. The Galts, backed by English capital, opened up the great commercial coal mines of Lethbridge, founded a city, built railways and canals and did much to develop Southern Alberta.

In 1876 a famous Mormon pioneer leader, Charles Ora Card, sent north by the heads of the church in Utah to find a new place of settlement for the people of that faith, landed with a small group of associates on the banks of Lee's creek. They had travelled north from Logan, Utah, overland, had inspected parts of British Columbia and Central Alberta, but found in South-Western Alberta desirable location. The venerable pathfinder at once selected that region for settlement, and the following year headed the first party of settlers. They founded Cardston, named for President Card, one of Alberta's outstanding pioneer figures, a man of vision, capacity, integrity and devotion to duty. He founded home industries, organized the L. D. S. Church in Alberta, established towns and villages, opened the first store in Cardston on a co-operative basis, and for many years shaped the destinies of his people in their new home. Equally loved by old timers was his wife, "Aunt" Zina Y. Card, a woman of culture and refinement, a daughter of Brigham Young, founder of Utah. Both are now dead but their son, Joseph Y. Card, is still a prominent citizen of the town they founded half a century ago.

CAPITOL

LETHBRIDGE
ALBERTA

November 6-7—WILL ROGER in "STEAMBOAT
AROUND THE BEND".

November 8-9—JOAN CRAWFORD in "I LIVE MY
LIFE."

Jesse Knight came on the scene about this time. He was a Utah mining millionaire, and when the Galts, aided by the technical genius of C. A. Magrath, their land commissioner, now chairman of the International Joint Commission, built their irrigation canal, Jesse Knight established a sugar factory at Raymond. The town was named for his son, Raymond, still a leading rancher of this province. The Knights introduced the beet sugar industry into Alberta.

One might go on indefinitely mentioning such famous figures as Rev. Charles McKillop, pioneer Presbyterian missionary; the late Dr. Mewburn; John Herron, of Pincher Creek; "Si" Saunders, the pioneer newspaperman; "Billy" Ives, Alberta's "cowboy judge"; George Houk, picturesque squaw-man and Pony Express rider; "Kootenai" Brown, father of Waterton National Park, Oxford man, soldier of fortune and frontiersman; Healy and Hamilton, who built the old trading posts along the rivers before the Mounties came in; Wallace and Ross and other cattle barons of the early days—all these and others might well be included in a review of pioneer personalities. But space will permit no more than a mention.

It was an heroic age and it is a happy memory to have lived even on the fringe of it.



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Obituary

JOE STRAUCH PASSES SUDDENLY

Friends who have known Joe Strauch in Bellevue High School and later in Calgary Normal School, will learn with astonishment of his sudden death. Apparently quite healthy and vigorous, it is almost difficult to believe that death could have seized him without warrant from among our ranks. We all fulfill the demands of death, but when this fulfillment is complied with too hurriedly and at a flowering age, then we begin to wonder at the validity of life.

On Sunday morning, October 6, the poor grandmother, who went to awaken him, with bewilderment and profound sorrow discovered that Joe will never again utter a welcome word to her. She found him already cold in his bed. A fatal heart attack was the cause of his death.

Joe lived only twenty-one years, but his short life was not entirely free of worries and tribulations. Some years ago he lost his mother; since then he never enjoyed the happiness of motherly love. Only a few months have elapsed since his father met with a serious accident in the mine, the result of which was the complete loss of sight of one eye and a partial injury to the other.

Those who remember Joe from Normal School will say that he was a kind and congenial fellow, of a quiet disposition, yet not wholly without a refined sense of humor; always facing the dark side of life with a smile of hope. While still at Normal, Joe became a member of the Alberta Teachers' Alliance. After graduating in 1934 he was fortunate to obtain a school at Belloy, Peace River District. Here he acquired his first lessons and valuable experience in country-school teaching, not lacking some hard knocks and countless worries. No wonder, therefore, that it was only with exceeding joy and bright hopes for the future that Joe began to teach in Bellevue Public School. But fate did not allow him to cherish these hopes; all were shattered to pieces, taken away from yet so young a life, for

"life in him

Could scarce be said to flourish, only touch'd

On such a time as goes before the leaf,

When all the wood stands in a mist of green,

And nothing perfect."

Rest in peace, dear friend; we will remember you while fulfilling our common tasks.



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Of Interest to Teachers

by Clericus

LAST week we were privileged to attend a meeting of the newly-formed Boundary District Association of Local Alliances, held at Paradise Valley. It was a revelation to us to see the fine Alliance spirit shown there. The Association is fortunate in having as its President the genial, kindly, and experienced G. P. Smith, of Chauvin, whilst as Secretary, another member of the rather numerous Smith family, J. A., (Jimmy to you), that young storage battery of human energy, fills the bill to a "T".

* * * *

The teachers of the Paradise Valley Local certainly know their stuff when it comes to entertaining. After the business meeting of the Boundary District Association, about 150 teachers and townspeople sat down to a sumptuous repast (swell feed to most of us) in Luke's Hall. Then came toasts, speeches, and the dance. If visiting teachers were not pretty generally acquainted with each other after all this, it was nobody's fault but their own. Even we ourselves tripped the light fantastic until the midnight hour, and enjoyed every minute of it. To overcome the feeling of isolation, to really organize work in sports, plan for musical festivals, dramatic competitions, etc., you just have to form a District Association.

* * * *

Try this one on the ice-man: A, B, C and D went out nutting, taking along with them a monkey. They arrived home late at night with a big bag filled with nuts, but decided to leave the sharing of the nuts until the next day. In the night, however, A got up, divided the nuts into four equal piles and found there was a nut left over, which he gave to the monkey. He then took away his share of the nuts and went to bed, after putting the remainder back in the bag. Shortly afterwards B came down and repeated the process. He counted out four equal piles, with one nut over. Similarly C and D did the same in turn with a nut over in each case, which the monkey received. In the morning, A, B, C and D came down to share up the nuts. The bag was almost empty, but a knowledge of his own share in the business prevented each of them from passing any remark. The division took place. Four equal piles and one nut over, which they gave to the monkey. What was the smallest possible number of nuts gathered?

* * * *

We feel that A.T.A. geographical representatives could well follow the splendid example of Mr. Ray Shaul, of Czar, in organizing their territory. Ray is our idea of a real live A.T.A. member, brimming over with enthusiasm and energy which he uses unstintedly in the work of teacher organization in his territory. A wide reader and a keen student of economics, he realizes the value of collective teacher action.

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Czar particularly, and Central Alberta in general can be proud of such a "live-wire."

* * * *

We are glad to note that Premier Aberhart is not opposed to statutory professional status, nor is he against a pension scheme for teachers, although he feels that with the payment of basic dividends the need for this would largely disappear. If he shows the same fair attitude about the full reinstatement of the Board of Arbitration to settle matters between teachers and trustees who have a difficulty to iron out, he will go a long way towards guaranteeing a teacher security of tenure. And of course we should like a self-renewing contract in general use also.

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CALGARY, Alta.

A.T.A. Honors Premier William Aberhart

Banquet Held Under Auspices of Edmonton Public and High School Locals

SOME 250 teachers gathered together at a banquet held in the Corona Hotel, Edmonton, on the night of October 17th, to honor Wm. Aberhart, our new Premier and Minister of Education. G. Fred McNally, Deputy Minister of Education, E. L. Fuller, Chief Inspector, and Dr. H. C. Newland, Supervisor of Schools, were also honored guests. The President of the A.T.A., Mr. G. G. Harman, presided.

There had been much speculation as to the Premier's attitude towards professional status and a pension scheme for teachers; consequently the Premier's first public utterance on matters educational was awaited with eagerness.

Mr. Aberhart began by appealing to the teachers to get behind "the movement" and help to usher in a new era. "I am asking you to sweep away the cobwebs of the old financial system from your mind," he said. The teacher in the past has confined himself too closely to the class-room. He urged them to break away from the narrow confines of the school. "Read the newest literature on the development of finance and credit," he advised. "How many of you have read *Economic Nationalism* by Maurice Colbourne?" he challenged.

Teachers have received less recognition for their work than other classes. He, himself, had to leave the class-room to get recognition, but in a few months had succeeded in having the highest award of his fellow-citizens conferred upon him.

Mr. Aberhart assured his hearers that it was not his wish to depart from the Statutory Minimum Salary. Up to now, requests for engagement below the Minimum had all been referred to the Deputy Minister, Mr. McNally, who was judging each case on its merits. Regarding professional status, the Premier declared that he is not opposed to this, but warned the teachers against hoping too much that the law would make teaching a profession. "The teacher must impress the public with his personal worth and the public will grant him a position of honor," said Mr. Aberhart.

"With the introduction of Social Credit, and the payment of basic dividends, the need for a pension scheme will largely disappear," said Mr. Aberhart. The main thing is for teachers to instruct themselves on credit and finance. Then they can tell their students and the latter can tell their parents. Teachers must be instrumental in getting the public to understand that money has outlived its usefulness when it becomes a commodity. We are living in an age of plenty but the problem of distribution has not yet been solved. The teacher can and should do his part in this great work. Ten members of the legislature were teachers as against three lawyers. Throughout the ages lawyers, artists, soldiers, philosophers, etc., have had their day. Now it is the teachers' turn.

Premier Aberhart urged that a text-book dealing with the new economic principles should be put into the hands of the children without delay. "Who among you will get busy and prepare a text-book, even if it is only to be used

as a supplementary reader?" asked the Premier. The teacher has been called upon to sacrifice before. The same need is here now. The main thing is to get students over the crises in their lives.

The Premier stated that his Government did not intend to be ruled by political expediency, but urged that his hearers get right behind him if they did not want expediency to be the policy of the Government.



PREMIER WM. ABERHART

Mr. Aberhart was introduced to the audience by Charlie Scarborough of Victoria High School staff, Edmonton. The Premier acknowledged his debt to Mr. Scarborough for introducing him to the study of Social Credit. At first he could not accept the theory, but upon further study he became convinced that therein lay the way to social and economic justice.

Dealing with the surplus of teachers now in Alberta, the Premier stated that we must cease producing nothing but professional people in our schools. We have too narrow a view as to the function

of the school which is tending to become too academic. The teachers themselves are too circumscribed when confined to the class-room. They must get out into the world, demand full rights as citizens, and face the music. There is a new era in sight. History is being written in capital letters, as the present system has shown itself too inadequate to meet a changing civilization. Fortunately the machine could not displace the teacher from the class-room.

Premier Aberhart sounded a stirring call to the teachers of Alberta to help bring in the new era. He urged them to get a clear vision of the time of change which the machine has brought about. He concluded by an earnest plea for teacher support in instructing the public as to the meaning of Social Credit.

Deputy Minister of Education McNally and Chief Inspector Fuller, each spoke briefly. They expressed a sincere desire for co-operation between the Alberta Teachers' Association and the Department of Education.

Musical entertainment was furnished during the evening by Miss Ruth Morgan, Master Norman Henderson, and John Bowman and his orchestra.

POPULAR YOUNG SPEAKER MAY LEAD FEDERAL SOCIAL CREDITERS

Leader of the Social Credit group in the House of Commons may be John H. Blackmore, elected with a big majority for Lethbridge.

Mr. Blackmore, a school teacher, is regarded as an able speaker and one of the leaders of the Social Credit movement in the southern part of the Province. He impressed audiences in this part of the Province when on a speaking tour last spring.—*Alberta Social Credit Chronicle*.

Educational Research Department

Edited by H. E. Smith, Ph.D.

The Research Department will present each month reports of educational investigations carried out by Alberta teachers. Contributions are requested. Communications should be addressed to Dr. H. E. Smith, University of Alberta, Edmonton.

VOCABULARY AND LANGUAGE SKILLS

By J. W. CHALMERS

IN a previous article published in the June number, the growth and extent of recognized and effective vocabularies of secondary school students was discussed. It was shown that the average Grade VII student recognized 8,500 words. In Grade XII this has increased to 15,500, a growth of about 7,000 words. Used vocabulary, however, increases much less rapidly. In writing Grade VII students choose over eighty per cent of their words from the most common five hundred in the English language. In Grade XII this percentage has dropped only to seventy-five.

It was thought worth-while to determine the relationship existing between effective vocabulary as measured by a vocabulary test and various other abilities in English. For this purpose Vocabulary Test (A) was used. The correlation coefficients between this and six other measures were as indicated below. N refers to the number of pupils included in the comparison.

Name of Test	r	N
Vocabulary Test (B)	0.89	297
Thorndike Word Knowledge	0.91	107
New Stanford Paragraph	0.78	227
Stanford Word Meaning	0.85	227
Percentage of common words in a written theme	-0.22	422
Hudelson score on a written theme	0.66	422

Vocabulary Test (B) was intended as an equivalent and alternative form of A. Hence the coefficient is really a measure of reliability and as such is reasonably high.

The Thorndike Test described previously is similar to Vocabulary A but considerably less difficult. The mean scores made by 107 students were 56.33 for the Thorndike and 48.33 for Vocabulary A.

Students of Grades VII to IX who did the Vocabulary Test sat also for the Stanford Reading Tests. The first part of this test, on paragraph meaning, consists of several selections of progressive difficulty in comprehension. The correlation of 0.78 indicates that a vocabulary test such as A or B yields a very fair estimate of reading ability and might well be used for that purpose in the grades. The Word Meaning test is essentially one of vocabulary. Its scores parallel very closely those obtained from Vocabulary A.

The percentage of most common words a child uses is a rough inverse measure of his effective vocabulary. Or, to state it in another way, the more of the common words he employs in writing, the less extensive is his used vocabulary. Hence the negative coefficient indicates a positive relationship. But the smallness of the coefficient indicates that a very low degree of relationship exists between used vocabulary and recognized vocabulary. Whether or not this will be viewed as a desirable state of affairs will depend upon one's feeling in regard to written expression. Ideally, perhaps, the student should be taught to use common words rather than unusual ones, but to use them effectively.

The last coefficient reported in the above table was between vocabulary scores and Hudelson Composition scores for 422 students. The mild relationship represented by 0.66 indicates that the students with richest recognition vocabularies were by no means always the best in composition

ability. The subjectivity of scoring of compositions almost certainly had the effect of masking the true relationship. So many factors independent of vocabulary enter into the composite known as composition ability that one would in any case anticipate a relatively low figure.

For those teachers who may be using the Hudelson Scale for grading purposes, the following comments are added. The norms for Grades XI and XII proved to be very closely in line with the averages for Canadian students of corresponding grades. Below that, however, they seemed progressively too low. Grade VII Alberta students averaged nearly up to Grade VIII norms, and the latter nearly to Grade IX. The same disparity between American norms and Alberta student performance on the Stanford Achievement Tests suggests that our Grade VIII and IX students are educationally nearly a year in advance of their American fellows.

LAYCOCK MENTAL ABILITY TEST For Grades 4 to 9

Prepared by SAM R. LAYCOCK,
University of Saskatchewan, Saskatoon, Sask.

This office has received a copy of the above test and is pleased to bring it to the attention of our readers.

This test is constructed on the basis of Spearman's theory of the nature of intelligence as set forth in his volumes *The Nature of Intelligence* and *The Abilities of Man*. It therefore aims to measure Spearman's general factor, "g". And, since tests involving education of relations and education of correlates have been shown to be highly saturated with "g", only tests involving such educative processes have been used.

Whether or not more than one form of this test is available cannot be determined from the material which we have received. This test is marked "scale A—form I". There are seven parts to the test all involving relationships between word meanings, sentence meanings, space forms, and number situations.

The test appears interesting. Without experience in using the test, it is impossible to know how this I.Q. compares with the I.Q. obtained by using other tests. Without investigation, one does not know whether success on this test correlates more highly or less highly with success in school subjects than does success on other well-known measuring instruments. One assumes, however, that this information will all be available at a later date. Considerable information regarding the construction and significance of the test is given in a nine-page mimeographed *Manual of Directions*.

Copies of this test may be obtained from the University of Saskatchewan Bookstore, Saskatoon, Sask., Canada.

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Local News

BOUNDARY DISTRICT ASSOCIATION HAS ROUSING RALLY

About twenty-five teachers gathered at Paradise Valley on Saturday, October 19th, and elected officers for the newly formed Boundary District Association. The following were elected: President, G. P. Smith of Chauvin; Vice President, G. C. Welsh of Edgerton; Secretary, J. A. Smith of Paradise Valley; Assistant Secretary, M. Moncrieff. A lively discussion of the Association's proposed activities then took place. It was agreed to hold a Field Day and a Musical Festival at suitable dates, to be arranged for later. The members of the Association decided unanimously to pay their fees by means of an order on their respective boards. More than twenty teachers signed up on the spot.

It was agreed to set the fees for membership in the District Association at \$1.00 per member. The Edgerton teachers invited the Association to hold its next meeting with them. This was agreed to.

The Association then organized as the Boundary District Musical Association, and agreed to inform the Department of Education of this move. For the proper working out of musical activities it was arranged to add one member from each Local (preferably a lady) to the Executive to make arrangements for the musical festival.

After the business meeting a banquet and dance was held, arrangements for same having been made by the Paradise Valley Local. The A.T.A. Geographical Representative on the Executive, Ray Shaul of Czar, and H. C. Clark, Edmonton Representative, spoke after the banquet to about 150 teachers and townspeople. Other speakers were Robert Fair, the newly elected M. P. for Battle River, and Trustee Mr. Murray of the Paradise Valley S.D. The whole affair was a splendid success.

DAPP - PIBROCH

The teachers of the Dapp and Pibroch districts met in the Pibroch Hotel on Saturday, October 12th, to reorganize their A.T.A. Local for the new term.

The officers elected were: President, Earl Gartley; Vice President, Malcolm McDonald; Secretary, Fred Tarlton; and Press Correspondent, Esther Pritchard. It was decided to adopt the same constitution as was followed last year.

After the regular business part of the meeting, Mr. Gartley read a very interesting letter from one of his "Links of Empire" correspondents in England. The letter described vividly the Jubilee celebration in that country, and was accompanied by several illustrative newspapers.

Mr. A. M. Wilson of the Department of Agriculture, and Mr. C. R. Clennett, Secretary of the Westlock School Fair, who are endeavoring to organize school fairs at various points in the Athabasca and Barrhead Inspectorates, then addressed the meeting. They explained exactly how these fairs are carried on and how they help to develop in the children a greater interest in all branches of agriculture.

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and school work. It is expected that Dapp will be established as a centre for the schools of Dapp, Jarvie and adjacent districts. The teachers were urged to begin at once to lay aside the best samples of the pupils' work so as to make extra work next fall unnecessary.

After these interesting talks, lunch was served in the hotel dining room.

It was decided to meet on the second Saturday of each month. The next meeting will take the form of a social evening at the home of the President on November 9th.

* * * *

CZAR

The regular monthly meeting of the Czar A.T.A. Local was held on Saturday, October 5th, at the home of Mr. C. Burton. There was an attendance of eight members and three visitors. A lively discussion of the Musical Festival and play competition was the main feature of the programme. The question box proved to be quite profitable. After the meeting a dainty lunch was served by Mrs. Burton, assisted by Miss Beckman.

* * * *

ANDREW

The first meeting of the Andrew A.T.A. Local was held on September 9th in the Andrew School. The new executive elected for the coming year were: President, Mr. N. Poohkay of Andrew; Vice President, Mr. S. Tomashavsky of Sochawa; Secretary-Treasurer, Miss M. Procyk of Andrew. Press Correspondent and a Social Committee were also elected. Many suggestions were given for a program for the current year.

* * * *

On October 4th the Andrew A.T.A. Local met at Riverside School with a good attendance. Many topics were discussed. The staging of a play as a major part of the

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year's programme was suggested. Further discussion on this matter followed at a meeting at the Kyselaw school, but no conclusion was arrived at due to various difficulties which would arise.

All three meetings were followed by the usual social evenings where bountiful lunches were served.

Following meetings of this Local will be held on the first Friday of the month at various schools within the Local. All teachers within reach of the Local are cordially invited to attend.

* * * *

McLAUGHLIN

An organization meeting of the Paradise Valley A.T.A. Local was held on October 1st.

The following officers were elected: Mr. J. Smith, President; Miss Muttart, Vice President; Mr. Moncrieff, Secretary-Treasurer; Miss S. Swanson, Press Correspondent.

Mr. Smith outlined the activities, comprising a field day and a play competition, which are to be carried out.

It was decided that a banquet be held at Paradise Valley in the near future. The committee in charge of the banquet are Mr. A. Elliot, Miss M. Reddon and Miss Muttart.

Meetings are to be held the third Saturday of each month.

* * * *

SPIRIT RIVER

The Spirit River Local of the A.T.A. met at the home of Miss J. Henderson on Saturday, Oct. 5th, to discuss plans for a pleasant and profitable program for the year.

Mr. D. Blackie, Vice-President, conducted the meeting. The loss of a very active member of last year, Mr. K. Argue, now of the Edmonton teaching staff, was greatly regretted.

New teachers present were: Miss Annie Zahara of Greenway School, and Mr. J. Badner of the Spirit River Rural High School.

After a lively discussion a tentative program was drawn up. Later a luncheon was served by the hostess.

* * * *

WILLINGDON

The first meeting of the Willingdon Local was held at Willingdon on September 17th.

The following officers were elected: President, Mr. F. Hannecho; Vice President, Mr. T. Shandro; Secretary-Treasurer, Mr. N. Richel; Press Reporter, Miss Z. Kalancha; Social Committee: Miss V. Olynky, Mr. B. Moisey, Mr. G. Kelba, Mr. J. Huculak.

Discussion followed on furnishing a ward at the new Willingdon Hospital.

It was moved that a letter of congratulations be written to Mr. H. Kostash, Athabasca School Inspector.

After the meeting the teachers enjoyed a hard-time dance at the local hall.

* * * *

The October meeting of the Willingdon Local was held on Friday the eleventh, at Zoda School, with Mr. N. Richel and Mr. and Mrs. Yukem as hosts.

It was decided to hold a District Association meet at Myrnam on November 16th, commencing at 2:30.

The meeting was favored with two visitors, Miss K. Nykolaychuk from Bellis, and Mr. Deane from Stanislowa.

After an enjoyable bridge game, lunch was served.

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Bridge prizes were won by Miss V. Olynky and Mr. T. Shandro.

The next meeting is to be held at Wanawan School on November 29th.

* * * *

MYRNAM

On September 26th, a spirited meeting of the teachers was held at the residence of Mr. and Mrs. J. Voloshyn, both teachers of Uhryn School a few miles south of Myrnam.

A new executive was elected and consists of the following: President, Mr. W. M. Teresio; Secretary-Treasurer, Miss Joan Goshko; Vice President, Miss Christine Gereluk; Editor, Mr. S. L. Yaremchuk. To the Social Committee the following were elected: Miss Christine Gereluk and Mrs. J. Voloshyn.

All the teachers showed keen interest in the discussions about trying to organize new locals in the vicinity of Myrnam, and about arranging a local musical festival at Myrnam. It was decided to have interesting talks about school teaching, to be given by members of this Local at our future meetings.

After a business section a delicious luncheon was served by Mrs. J. Voloshyn. Following the luncheon, Mr. Cassidy entertained us with a wonderful tap dance which we enjoyed watching very much.

* * * *

PROVOST

A meeting of the Provost Local was held in the Provost school on Friday, Oct. 11th, at 8:30 p.m.

A very enthusiastic group were called to order by the President, Mr. Agnew, and all business arising from the Minutes of the last meeting was dealt with.

A new executive was then installed, consisting of: President, Mr. G. L. Berry; Vice President, Mr. R. E. Rees; and Secretary-Treasurer, Mr. A. W. Reeves. Mr. Berry, as President, will be the representative to all District Association meetings while the duties of Press Reporter fall to the Vice President.

Plans were then laid for future meetings, which were designed to get as large a number of teachers as possible interested and active. Some outstanding features will be:

- (1) A meeting the second Friday each month.
- (2) A program consisting of: (a) business procedure, (b) teachers' difficulties—discussion period, and (c) a short program of a varied nature.

- (3) Meetings to be held at outlying schools; and
- (4) A lunch to conclude each meeting.

Our next meeting will be held, if possible, in Hendersonville school. Mr. Hornby will be our main speaker on the topic of "Social Credit."

All teachers are cordially invited to come and make our meetings interesting, instructive and successful.

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Canada

The Minister of Mines has announced that large areas of territory favorable to prospecting have been revealed by the season's geological survey work.

* * * *

Completion of the Canadian-American trade agreement is not in sight. Negotiations of an informal nature have been going on for more than a year. It is believed that delay is due to determined opposition from interests in high places.

* * * *

The Act in regard to health insurance passed last session of the Alberta Legislature will stand over, Premier Aberhart announces, until the payment of basic dividends begins. Social credit means health benefits for the people, he says.

* * * *

V. R. Smith, of the Confederation Life, says the present decline in interest rates is only temporary, therefore insurance companies should neither encourage, nor acquiesce in these low rates.

* * * *

Wm. Hamilton Fyfe, Principal and Vice-Chancellor of Queen's University, Kingston, Ont., has been appointed Principal of the University of Aberdeen, in succession to Sir Geo. Adam Smith, who retired in June after 25 years in this position.

* * * *

That the calamity of rust in the prairie provinces will be eliminated in two years' time is the opinion of Major H. G. L. Strange, Chief of the Grain Research Bureau. He predicts that the grain research laboratories will have enough rust-resistant wheat to seed the entire devastated areas of Manitoba and Saskatchewan within that time. In the recent harvest 5,000,000 acres were rust-ridden.

* * * *

Dr. Chas. Camsell, Deputy Minister of Mines, Ottawa, with a staff of experts and C. H. Dickens as pilot, made during August an aerial geological survey into Northern B.C. and Alberta, and the Northwest Territories. They inspected the work of geological parties in Cassiar, B.C., and investigated questions concerning the administration of the N.W. Territories. They made a series of aerial photographs of much unmapped country, charted the courses of rivers and valleys, with the result that completion of a large relief map of Canada under construction by the Geological Survey of Canada may now be accomplished.

Camsell's story gives many interesting details of that northern land.

* * * *

A 648 pound tuna fish lies in cold storage at Liverpool, N.S., while its conqueror was honored as king of Nova Scotia fishing waters for 1935.

* * * *

Britain

Declaring aerial bombing to be "the most barbarous perversion of industry that has yet occurred in human history," a number of Britain's leading natural scientists have signed a declaration, which calls upon all governments, and especially the British government, to abolish completely all bombing from the air.

Among the signatories are Sir Gowland Hopkins, Julian Huxley, Frederick Soddy, Oxford Prof. of Chemistry; Bertrand Russell, Fellow of the Royal Society; and Sir Daniel Hall. They say, "we feel sure that if practised, aerial bombing will in a short time lead to the breakdown of civilization."

* * * *

It is the contention of British peace leaders, George Lansbury and others, the key to peace lies in a peaceable adjustment of the territorial and economic *status quo*. They urge an international conference, not excluding territorial peoples, to consider the problem of the more equitable distribution of raw material and markets.

* * * *

Rush orders for 100,000 pairs of boots for the Italian forces have been driven through by British manufacturers in Northamptonshire.

* * * *

Maj. Clement Richard Atlee was unanimously elected leader of the Labor Party, successor to George Lansbury who resigned because of difference with the party's stand on the Sanctions question.

* * * *

The British Post Office refused the facilities of a British radio station, to relay the speech of protest by Baron Aloisi before the League to U.S.A.

* * * *

Geneva

In accordance with notice given two years ago, Germany will retire from the League of Nations on Oct. 21.

* * * *

Sir Samuel Hoare, British foreign minister, suggests to the League of Nations, that it institute an investigation to find how a fairer distribution of raw materials might be guaranteed the less favored peoples of the world.

The Executive Council of the Federation of Churches in America believe that in this declaration a new principle has been enunciated of far-reaching importance to the peace of the world.

* * * *

On Oct. 7 Italy was unanimously declared the aggressor in the Italo-Ethiopian conflict, by the Council of the League of Nations.

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At the meeting of the Assembly of the League on Oct. 9th, Austria and Hungary declare they do not agree with the Council's verdict against Italy. Albania also dissents.

Oct. 12. The arms embargo by the League is followed by a progressive 7 point program for the financial isolation of Italy.

The arms embargo is lifted from Ethiopia.

Oct. 13. Argentine demurs in regard to financial sanctions against Italy.

Oct. 18. Soviet delegate informs the League that the U.S.S.R. has implemented an arms embargo and financial sanctions against Italy.

World Societies working for peace convened in Geneva. Their purpose: To promote exchange of views among their respective members; to encourage pursuit of studies in common; to suggest practical methods of execution; the extension of relations with near and far Eastern and Western peoples, with a view to promoting understanding.

The Conference considered ways and means of developing relationship with the League Committee on Intellectual Co-operation, more especially in China, India and Japan.

Attending the Conference were four international religious organizations; two international women's societies; six international educational bodies; Save the Children's Union, Boy Scouts' International, International Ex-service Men, and The Friends Societies.

U.S.S.R.

Following the recent clashes between Soviet and Manchoukuo frontier guards, a demilitarized zone along the entire Soviet-Manchoukuo border is proposed. No arrangement acceptable to both countries is as yet forthcoming.

During a six-month visit in the far north, members of the Soviet Institute of Anthropology and Ethnology, have found evidence of an ancient civilization in the Yamal Peninsula. Where now there are but two persons to four square miles, there is evidence of a heavily populated area.

Bones of birds and animals that no longer inhabit the northern land were found there. It was just north of this land that the icebreaker, Sadko, recently discovered a submerged mountain chain.

Inquiries are being made by an important American Protestant denomination looking towards the establishment of a new church in the Soviet capital.

American Roman Catholics have for some time been holding mass in a French Roman Catholic church in Moscow. These bodies are taking advantage of Litvinov's pledge prior

to American recognition regarding the right to maintain religious activity on Soviet soil.

Italy

In conversation with Anthony Eden, Il Duce hinted broadly that British dominance in the Mediterranean can hardly remain forever unquestioned. Italy has long been fomenting trouble in Malta. British strategic dominance in Crete is opposed by Italy's Dictator. The dozen conquered islands of the Dodecanese, which Italy promised to return to Greece, have not been so returned. They lie in Britain's pathway to India.

Italy supplies less than three per cent of its own oil. Almost all Italy's naval and commercial oil has been coming from the Soviet Union. Recently controlling stock in a 45,000 square mile oil field in Irak was sold to Italy by British interests.

Meat for Italian armies comes largely from South Africa. When organized labor in the Union of South Africa declared a boycott on shipment of such supplies, Premier Hertzog bitterly protested.

France

A Congress was recently held in Paris at which veterans from eleven allied countries met with an official delegation from German war veterans. The delegates to the Congress represented a membership of 16,000,000 war veterans.

The Congress passed a resolution which denounced the war instigator as the enemy of all; agreed to submit differences to arbitration; resolved to remain in close contact with each other; agreed to promote the spirit of peace among the youth of all lands.

In France the labor forces, Socialist and Communist, have resolved to form a united stand in opposition to those influences which drive towards Fascism. It is thought by many that one result of the union will be the downfall of Laval.

At a meeting in Paris on Oct. 7 of the Directors of the Suez Canal Co. the assertion was emphasized that the canal will remain open to all countries during the hostilities in East Africa.

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OUTLINES FOR DECEMBER

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GRADE I

Reading

Continue November outline. Blackboard reading should not be discontinued yet. Phrases and word drill daily. Much handling of words and phrases and sentences will develop facility in reading and speed in vocabulary building. Finish First Part of the Canadian Primer with A Class.

Recognition of capitals informally, where needed for reading.

Language

Expression of two ideas on a concrete object as a beginning for silent reading. Proceed to written questions, i.e., Teacher holds up an apple. She writes on the board: What color is it? Do you like it?

Children read question silently, answer orally.

Games: "Pretend."

Pictures: Madonna pictures. Christmas action pictures.

Dramatization: One Christmas story.

Stories: The First Christmas; Mrs. Santa Claus; The Christmas Stocking; Little Donkey Engine; The Birth of Jesus.

Social Studies: Community unit—Christmas activities.

Memorization

Christmas poems.

1. **Bright Little Star**

Bright little star
Shining a-far
Tell me pray
What means Christmas Day?

Christmas, my child,
Is a song from above
The sweet happy song
Of God's great love.

2.

Health Rules

If you wish to be happy,
And quick on your toes,
You must chew your food slowly
And breathe through your nose.
You must press back your shoulders
And hold up your head,
And don't close your windows
When going to bed.

3. Curly Locks. 4. Stars—Samuel Davenport.

Arithmetic

Counting to 50. Concrete teaching, e.g., playing store, etc. One more and one less to 25 orally. Writing of symbols to 25, practice in writing numbers by dictation, by copying and in answer to questions.

Hygiene

Sleep and Rest—Time to go to bed; open windows; covering; flat pillow. Why we must rest; the result of sufficient rest. We need more rest after excitement, hard work or play; illness, lack of sufficient sleep the previous day or night, etc.

Citizenship

The Christmas Spirit. Kindness, thoughtfulness, courtesy. Stories to illustrate.

Nature Study

Jack Frost. Winter—winter sports. Shortest day in the year.

GRADE II

Reading and Literature

Silent Reading: Baby Stars; Skippy Squirrel Learns Directions.

Oral Reading: Naughty Baby Bruin; Little Jack Frost; Snow; Be Kind; The Golden Cobwebs.

Memorization and Verse Speaking: Christmas Everywhere.

Dramatization: The Little Pine Tree.

Language

(a) Oral Topics—Santa Claus. Preparations for Christmas. Thinking of others at Christmas Time. How I Expect to Spend the Holidays.

(b) Teach use of was and were. Teach the use of capitals for the days of the week. Aim at two connected sentences in written work.

(c) Vocabulary Building—Review or; ar, r, er, ir, ur; ing, ed. Teach rules for adding ed and ing. (1) Words ending in e drop the e before adding ing or ed. (2) Words ending in a single consonant with a single vowel before it double the last letter before adding ing or ed, as run, running; fit, fitted.

Citizenship

First Week: Care in walking on slippery streets. Helping to keep sidewalks clean. Taking off rubbers, etc., on entering home or school. Importance of outdoor play after school. Encourage repetition of memory work, stories or songs to those at home before bed. Mention in this connection, Mother busy all day and needs their company evenings.

Second Week: Dramatization of: "Visiting". "Behavior in another's home and at a party."

Third Week: Christmas. The spirit of giving, e.g., the unselfishness of Jesus. Our duty to the poor and sick emphasized. Tell the story of "Tiny Tim". Dwell on the truth that giving means pleasure to receiver and giver. Story of "Piccola".

Arithmetic

Teach addition and subtraction facts,

2	9	5	6	11
9	2	6	5	-9 etc.

Extend into the twenties and include in column addition. Teach day, week, month and year. Continue oral application of number knowledge to problems. Written problems as a phase of silent reading. Answer only required.

Nature Study

(Daily use of weather calendar). (1) Winter — talks about seasonable characteristics and their results on activities of people. (2) Preparation for winter—warm clothing, fires, double windows, smart action, winter games. (3) Review. Tell Nature stories.

Physiology and Hygiene

First Week—Vegetables: (a) Eat plenty of vegetables, both raw and cooked. (b) At least two vegetables should be eaten every day.

Second Week: Game—Make Health Brigade Poster out of the vegetables.

Third Week: Candies and Sweets — These are to be eaten in small quantities after meals—milk chocolate is best.

GRADE III Reading and Literature

Silent Reading: Christmas in Other Lands; Pongo, the Shaggydog.

Oral Reading: A Visit from St. Nicholas; The Months; Stopping by Woods on a Snowy Evening.

Memorization: A Christmas Song; A Child's Song of Christmas.

Dramatization: Hansel and Gretel.

Language

(a) Oral—Christmas; Christmas Songs and Stories; A Visit to Toyland; Santa Claus' Party; A Snowball Fight.

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(b) **Formal**—Capitals for first word of each line of poetry. Transcribe poetry from board or reader. A two-sentence letter a week.

(c) **Vocabulary Building**—Practice in making words ending in ight, ought, tion, oast, ness, other, ance. Related families of words, as: sing, singer, singing; call, calls, call-boy, etc.

Citizenship

Christmas Spirit (giving rather than getting). Sunshine Fund (helping the poor). Birthdays in general—dealing with origin and significance of Christmas. Stories: (1) Tiny Tim. (2) How the Fir Tree became a Christmas Tree—(For the Children's Hour). (3) The Golden Cobwebs. (4) The Shepherd and the Angels. (Christmas stories by Dickinson).

Arithmetic

Teach 3 times multiplication table. Counting by 5's and 4's. Problems in subtraction and multiplication.

Nature Study

Planting, care and observations of bulbs. Grow some in glass vases. Animals—camel, sheep.

Hygiene

Mealtimes—Manners, Methods of Eating, etc.

Geography

1. Life in a Congo Village (continued). (b) The journey up the Congo; sights seen along the river; appearance of the people. (c) Village life: (1) The trip through the forest to the village; (2) Homes of the people; (3) Getting food; (4) Interesting plants and animals of the region; (5) Occupations of men and women; (6) Occupations of boys and girls. 2. How people travel by land in many countries during the Christmas season: dog sled, snowshoes, reindeer, camel, elephant, skis, skates, train, automobile.

GRADE IV Reading and Literature

Silent Reading—The Land of Windmills; The Walls of Sparta; The Story of Hans Anderson.

Literature and Oral Reading—The Spruce Tree; Winniepeg at Christmas.

Memorization—Winter Night.

Language

(a) Letter writing. (b) Review of term's work.

Arithmetic

Multiplication by 2 and 3 digits. Use unit fraction associated with division and with denominate numbers using symbols (as find $\frac{1}{2}$ of \$20.00; $\frac{1}{4}$ of 1 yd., etc.) Continue with problems developing power to think and to make simple statements, showing solutions. Teach denominate numbers, seconds, minutes, hours, etc., involving problems. Teach very simple perimeter problems. Stress rapid calculation.

Geography

The Chinese: (a) The trip to China; (b) Interesting sights in a Chinese port; (c) Life in a crowded river valley; (d) Visit to a tea garden; (e) A Chinese school. Games played by Chinese children; (f) Rhymes and stories enjoyed by Chinese children.

Spelling

Review term's work. Memory Work Spelling; Drill in Phonetic Words.

Citizenship and History Talks

Humanity—Towards people less fortunately situated than we. "Do not despise a class or nation because of an individual." Towards animals. Christmas Story. Christmas Customs in other lands. Unselfishness in giving — (a) to friends, (b) to poor.

Nature Study

Bring bulbs to light. Animal Study—Buffalo, reindeer, beaver.

Hygiene

Mealtime: table manners, only 3 meals a day, eating slowly and chewing food well, eating sparingly when tired, no ice water with food, not too much meat, no over-eating.

GRADE V Reading and Literature

Silent Reading—Caught in a Blizzard; Captain Robert Falcon Scott; A Strange Wild Song; Father Lacombe.

Literature and Oral Reading—The Miller of the Dee; The Tartar in a Beehive.

Memorization and Verse Speaking—The Ships of Yule. **Dramatization**—Knights of the Silver Shield.

Memory Work

While Shepherds Watched Their Flocks—Reader. The Wrong House—A. A. Milne. The Lady of Shalot—Tennyson.

Hygiene

The Bones and Joints—(1) Broken bones, dislocations. (2) Disease germs attacking bones and joints. (3) Review of the term's work.

Arithmetic

Multiplication and division of denominate numbers.

History

Stories of experiences of early missionaries and of the establishment of church missions.

Spelling

First 40 words in Supplementary List. Words from Memory Work selections. Review term's work.

Geography

General idea of the four great natural divisions—Western Cordillera, Great Central Plain, Canadian Shield, Appalachian River System.

GRADE VI

Language

(a) Drill on Paragraph and Letters. (b) Teach enlargement of sentences by use of Adjectives and Adverbs. (c) Composing Rhymes and Verses.

Reading and Literature

Literature—Mr. Winkle on Skates.

Memorization—Choice of: Dickens in Camp; Love of Country; Wisdom; Colors of the Flag.

Oral Reading—Mr. Winkle on Skates.

Silent Reading—The Rescue.

Hero Story—Roland.

Grammar

(a) Pronouns — Suggested Exercises: (1) Supplying pronouns in place of nouns in paragraphs. (2) Selecting pronouns from paragraphs in your reader. (3) Exercises distinguishing between pronouns in the subject and pronouns in the predicate. (b) Pronouns which express one and more than one.

History

Struggle for Scottish Independence—The critical situation of Scotland's crown. Edward's ambition—national and personal. The heroic figures of Wallace and Bruce—their achievement. Review term's work.

Arithmetic

Addition and subtraction of fractions and mixed numbers. Oral drills, using simple fractions. Problems involving fractions and mixed numbers.

Spelling

35 words: (a) 20 words—Supplementary—"laundry" to "ceiling". (b) 15 words—demons "here" to "much".

Geography

Appalachian Region with detailed study of the Maritime provinces.

Nature Study

Three Winter Birds: sparrow, chickadee, redpoll, great horned owl.

GRADE VII Reading and Literature

Winter Term—(December, January, and February).

(1) **Silent Reading**—(a) For the Love of a Man. (b) Napoleon and the British Sailor. (c) Tartary. (d) The Four-Horse-Race.

(2) **Literature**—(a) A Picnic by the Baltic. (b) The Great Snowball Fight. (c) San Stefano. (d) Selections from Shakespeare.

NOTE—Burns' Week—A Man's a Man.

(3) **Oral Reading**—(a) Little Gavroche. (b) Mending the Clock.

(4) **Memory Selections** (minimum of three)—(a) The Country Boy's Creed. (b) A Face. (c) Psalm 107:23-30. (d) If I Were Lord of Tartary. (e) O, East is East (Kipling). (f) In the Course of Nature (Southey).

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Grammar

(a) Teach Connectives. (b) General review of work covered in September, October and November.

Language

1. The Three-Paragraph Composition—Special Study of the Divisions: introduction, body (with climax), conclusion. (See text, pages 116-117).

2. Outlines for the three-paragraph composition.

3. Essay—e.g., Christmas topic.

4. Picture study, used as the basis of oral and written work; e.g., The Sistine Madonna.

Geography

Germany; Switzerland.

Arithmetic

Decimals: General problems. Review vulgar fractions.

Physiology and Hygiene

(1) The Eye—No detail as to structure. Teach in a general way how light waves enter and are focussed on the inner surface of the eyeball, the retina—the work of the optic nerve in carrying this impression to the brain—importance of the sense of sight.

(2) Care of the eyes and conservation of vision—reading in a good light—reading books with clear print—not to read while lying down—resting the eyes—the value of a change of work—recognizing symptoms of eye strain—going to a doctor if these symptoms of eye strain arise—learning to keep the fingers away from the eyes—sore eyes, such as pink eye, importance of going to a doctor—burns of the eye and what to do—how to remove a foreign body from the eye.

History and Civics

Stuart England. 1603-1714. (a) The Commonwealth Period—Cromwell. (b) Restoration—(1) The Act of Indemnity; (2) Declaration of Indulgence. (c) The Bloodless Revolution. (d) The Bill of Rights. (e) Act of Settlement. (f) Religious Toleration. (g) Characteristics of the Stuart Period.

Agriculture

Winter (any four to be chosen)—1. Origin and composition of soil—Chap. II. 2. Kinds of soil—Chap. III. 3. Water in the soil—Chap. IV. 4. Plant foods—Chap. VII. 5. Experiments on pressure of air and water—see "A" page 26. 6. Experiments on expansion of solids, liquids and gases—see "B" page 26. 7. Experiments in soil formation and soil characteristics—see "C" page 26. 8. Experiments with plants—see "D" page 27. 9. Making a booklet or scrapbook treating in a systematic and extended manner some Agricultural or Nature Study topic.

December and January:

Part 2 of Course Studies—(pages 68-101 in Text).

Spelling

(a) Words often confused—complete the list. (b) Review.

GRADE VIII Reading and Literature

(a) Ulysses. (b) A Canadian Abroad; A Christmas Hymn. (c) The Lotus-Eaters. (d) From "Supplementary Reading". (e) I Vow to Thee, My Country; Home Thoughts from the Sea.

Grammar

(1) Stress ready use of November facts. (2) Classification and inflection of Adjectives and Adverbs.

(3) (a) Identification of Preposition and Conjunctions; (b) Functions of these; (c) Classification of conjunctions.

Arithmetic

The cylinder and review of topics previously taught.

History

Section 6 and part of 7, Course of Studies.

Geography

British Empire in America. Consider briefly the following British possessions, stressing wherever possible their relations with Canada: Bermuda, Newfoundland, Bahamas, Jamaica, British Honduras, Barbados, Trinidad, British Guiana, Falkland Islands, South Georgia. **British Empire in Asia.** The Indian Empire—(a) Division into (1) British India; (2) Native States. Correlate with history; (b) Position with respect to (1) latitude, (2) neighboring countries. (c) Area compared with that of Canada. (d) People—1. Population compared with that of (a) rest of British Empire, (b) China. 2. Racial divisions of people. 3. Great number of languages and dialects. 4. The Hindus—caste system; unwillingness of Hindu to destroy animal life and its effect upon cattle industry and health of people; the sacred river (Ganges) and the holy city (Benares); conflicts between Hindus and Mohammedans; Nationalist movement. 5. Contrast immense wealth and luxury of rulers of native states with poverty of great mass of people.

Classroom Hints**Grade IV, Silent Reading—Our Japanese Neighbors****An Exercise:**

1. The story says, "We will find Japan a land of danger and delight." Make two columns. List as many "dangers" as you can find, and as many "delights". The "dangers" are easier to find, but try to make your "delights" the longer column.

2. In Canada we have: Rooms filled with pictures and furniture; fields of wheat, oats and barley; houses of wood and brick; glass windows in our houses; automobiles and trucks; rugs on our floors; suppers of eggs, fruit and muffins; dusty trains; furnaces and coal and gas ranges; boys playing baseball and football; feather pillows; mattresses and beds; we wear shoes in the house; we wheel babies in carriages.

In Japan we have: One picture on the wall and no chairs. (Complete the rest of this list).

3. It is said that we learn by travel. Perhaps it is meant, for one thing, that we find that people living in other countries have ways of thinking and doing that are better than our own. Is there anything to be learned from the Japanese from this story?

Grade IV—Here and There: Memorization and Verse Speaking

Here is one of the most delightful speaking games. The suggestion of the Reader is to play the game, and there is no better way to enjoy the selection and to memorize than to act it out while learning to recite. There is only one thing that acting it out may not do, and that is to do justice to the poetic quality of the lines, and appreciation of that quality is necessary for good interpretation. Indeed, long after the pleasure and fun of the acting is over, the lines will ring in the memory, and the fancy construct pictures (or should) far removed from the simple class-room dramatization.

Preliminary discussion: (a) Teacher reads aloud the introduction as found in the Reader. We want to play this game as the children in the poem played it. (b) We'll have to understand it all first. Teacher reads, or better, recites and explains with the occasional appropriate action.

Some points for the teacher's reading. These also, of course, will be the points to watch in the pupils' interpretation:

Stanza I—1. In repeated phrases, as in the first line, vary the accent. In first phrase accent "Lucy". In other words it's "Lucy" you're concerned about, in contrast to Henry, or Julia, or Herbert. In the second phrase accent "Where's" as well.

2. Set your imagination to work in the second line. The result will be a picture that will make you prolong the word "far", and give the word "wood" meaning.

3. When you have really seen that picture you will give "wild birds" and "beech nuts" their proper attention. When you read do justice to the fanciful quality of these three lines.

4. "All"—Now we are out in the light of day. Your attack is quick and brisk. After the first line, the gay rhythm is all that needs be noted.

Stanza II—1. Feel the cold; see the picture. Then the significant words will be snow, stars, keenly, cold wind, blow.

Stanza III—1. Here there is danger. Give time after the speech "She's lost in the fog" for realization. Then there must be urgency in the voice for the next two lines. What must we do? Seek her, find her.

2. Many children will read "with man and with dog" as though it were one single idea.

Stanza IV—Similar in character to III.

Stanza V—1. Is light and humorous. Toss it off gaily.

2. "In China dwells he": the "he" has significance.

Stanza VI—Quietly as though not to wake Mary.

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Stanza VII—Here is the mock heroic: read with a big voice and yet with "your tongue in your cheek." It's a fearsome lion that is there below.

Stanza VIII—Now we return to the fanciful.

Planning the Action: (a) How many children are needed to hide? (8). Can you remember all their names now after reading the story? (I should think it would be difficult at first for the children to distinguish each of these characters). Would it help to have eight name cards for these children to wear?

(b) In the rural school, I would suggest having your players seated in a definite order across the front of the room. The 1st pupil would be Lucy and be given her name card at once; 2nd, Henry, etc.

1st voice would always be seated next to the player hiding, and so pass on to each pupil in turn.

"2 voices" would be next to "1 voice" and rotate as does "1 voice".

"all" would be all but the player hiding at the time.

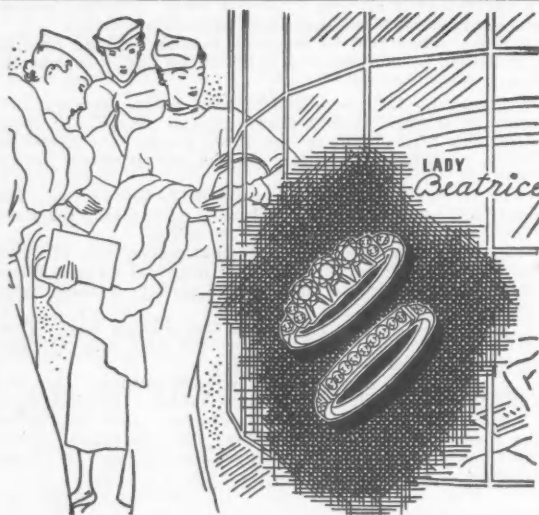
(c) The action: As soon as name cards are distributed ask the pupils to think where each will hide, and be ready to hide in that place when the turn comes. First voice will look, "two voice" and "three or more voices" will remain still (perhaps simply stand) so as not to mar the effect of their lines. One of the "all" group find the hidden child, and then all join hands and circle as they repeat their lines.

The city grade will have to be handled with equal definiteness if you wish to avoid confusion.

(d) When the story has been played once or twice I would suggest that you leave dramatization and concentrate on interpretation and memorization. At this stage you might line your name cards across the b.b. in the order of the poem, and write one word above each name card—wood, snow, fog, boat, China, asleep, Nubia, wings,—to help recall the character of each stanza.

Silent Reading—Grade V (From the New Reader) Grandfather's Story

We are going to suggest that the teacher have the class read this story in certain divisions to be later indicated as the lesson progresses. The teacher will need then to be working with the class throughout the whole of the silent reading period, although in the rural school where teaching



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time is very precious, certain seatwork inspection in other grades could be carried out when the Grade V class is working at the longest unit of reading suggested.

The introduction of the text may be used effectively.

A.—Teacher's directions: The first paragraph gives the characters and setting of the story. Read.

Questions following: Of whom does the story tell us? Where were they? What were they doing?

B.—Teacher's directions: The second paragraph opens by saying that the boy "seemed to be standing on the bank of a river." Then he saw a picture. To get this picture clear we must be sure of what river this is. What river might you suppose it to be? Read as far as "Hudson's Bay Company" on page 213 and find out if it is the Saskatchewan. Read quickly for that one purpose. (Training in rapid skimming for a definite purpose.)

Questions following: Is it the Saskatchewan? What makes you think not? Get out your geographies to see what river Winnipeg is on. If you were expecting people in Winnipeg now would you stand on the bank of the river and look for a distant cloud of dust to announce their arrival? Why not?

C.—Directions.—Reread the second paragraph to see the picture printed. Before you do it, tell me why I suggest your rereading. (When you are reading quickly for one thing you do not always grasp everything else.)

Questions: Suppose you had an opportunity to direct this scene for the movies, tell me what you would want there to be in that picture. In the talkies now-a-days, you hear all the accompanying sounds. What would they be? In this paragraph, too, you have a good description of the famous Red River ox cart. There are four important features of it described here. One is that it had a very light box cart (write on b.b.) Jot down on your books three others, each in a phrase like this. Do not reread unless you have to. How many of you did need to reread? You will have to learn to give closer attention to little details. What new interesting western word have you added to your vocabulary?

We might call this first scene of our story "Our First Sight of the Red River Cavalcade."

D.—The next paragraph is descriptive too. What could you call it? Read. (Training in reading for wholes—for generalization.)

Questions: Is the whole paragraph concerned with description? Does it contain any important piece of historical information?

E.—This story is rich in pictures for the "mind's eye." Where do the following two scenes take place? Read the next two paragraphs and picture as you read.

Questions: We have met here with a very brave woman. What would need bravery in her new venture? Would there be anything attractive about the prospect ahead of her?

F.—What scenes would you expect to have described now? Read to the bottom of page 217.

Questions (b.b. list)—1. the prairie schooner; 2. a common mishap; 3. the first prairie home; 4. the many rutted road; 5. an irritating trick; 6. the buffalo hunt.

I have given each picture a title but have not listed them in the right order. Can you do so? Concentrate while you read and do not reread more frequently than necessary. (Training in generalization.)

Which scene do you recall most vividly? Does the illus-

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tration on page 215 help you to see any of these pictures? Most of these scenes are complete in one paragraph. Which might be built together out of two?

G.—Complete the reading of your story.

Questions: At this point consider the general questions under "Helps to Study."

Some Seat Work to Follow

1. This story was written by Mr. Burt, who was until a few years ago teaching history in the University of Alberta. It is a very pleasant and readily understood story, and so perhaps we do not realize what a lot of history study it meant before it could be written, nor what a lot of history about our country we are actually learning. Reread the story and put a little check beside what would seem to you to be really important historical facts (e.g., the construction of the Red River cart; the character of the Hudson Bay fort; Fort Garry; the fact that it took a month to reach Battleford from Fort Garry, etc.)

2. In your composition you have been studying unity of paragraph structure. Select from this story examples of very well written paragraphs.

Memorization and Verse Speaking—The Throstle

(If you feel that this poem needs its proper season, put the suggestions aside till you want them.) We would suggest this order of attack:

I.—Study the poem from the standpoint of literature according to the plan of the Reader, omitting for the present Section 4 under "Helps to Study."

II.—Verse Speaking: Have the pupils practise in chorus as though they were a choir practising a song.

Some directions: 1. Vary your attack on the phrase that is repeated in the first line. In the first phrase lift the voice with a swing on "coming". When the phrase repeats accent the "summer" as well. Be sure that the pupils do not hit words that are to be accented, but accent rather by inflexion.

2. The second line comes of three quick little waves. Practise to catch the quick light rhythm, and insist on clear enunciation. The "t" of "it" must be clearly marked.

3. The third line may tangle some of your readers. Draw their attention to the fact that "again" is repeated in each little phrase, and so the words that vary are the ones for concentration. Think hard of "light", "leaf", "life", "love", and "again" will fall into its natural position. The tongue must work nimbly in this line, if the line is to be clear yet quick.

4. In the first line of the second stanza, accent and prolong the first word "sing". (Prolong the word on its vowel sound as well as the "ng"). This will give you the proper rhythm. The two waves of the line are "Sing the new year in"; "Under the blue".

5. Second lines of second stanza—three little waves again.

6. Be sure that your "new" is correctly pronounced and not "noo". It is particularly necessary here in order to get the quick bird note. We would suggest reading the four "new's" rapidly without change in pitch.

7. As in the third line of the first stanza concentrate on the words that vary in the first line of the third stanza. Would suggest that the voice reach its highest note for the line on "nest".

8. Watch enunciation of "little"—"little friend".

9. First line, stanza four, "here, here, here"—read with a rising inflection to the last "here" which should be prolonged, perhaps.

10. Last two lines of stanza four. Watch for contrast between "Summer is coming" and "Winters are hidden."

III.—Memorization will be almost completed by the time you have completed your literature and reading study.

The Clouds

1. Literature study as suggested by the Reader.

2. Verse Speaking.—This poem furnishes an interesting contrast in tempo to "The Throstle." You must be at leisure to watch clouds "stray and gather, part and fold," and watching the gentle movement of the clouds will bring you

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peace. So the lines will flow, although each word is said distinctly. Set the tempo and the mood for your class by reading the first stanza for them.

Some directions: 1. The first line of stanza two is a particularly slow line; each movement of the clouds is to be "seen" before passing to the next, and yet there must be no abruptness,—the line must maintain its flow.

2. Stanza 3: The first "they" must receive some emphasis to connect it with the "poets" of the preceding line.

3. Stanza 3: Last line. Pause after "wind".

4. Stanza 4: Second line. Slight pause after "old", and only such a very slight pause after "moulding" as would mark the rhythm of the line: the sense carries over to the following line.

5. Stanza 4: Last line is connected in idea with the first line of stanza 5,—there are two things that the poet enjoys watching ("could lie beholding"): first—the daisies tossing in the meadow, and second, the wind shepherding the clouds across the heaven.

Memorization.—The sequence of thought is sufficiently clearly marked that to draw it to the pupils' attention should assist in the memorization. Would suggest that you discuss the thread of idea and put on the b.b. a list of phrases or words that will recall it. (Arrange the following list in vertical order on the b.b.): the time; what the poet is doing; the clouds; what poets loved to name the clouds; the poets themselves; the picture again.

Learn the selection as a whole; watch your class for hesitations with special attention to parts that cause difficulties. (1) For example, probably a tendency to leave out "in time of old";—call attention to rhyme,—think of something to go with "fold". (2) Note that the third line of the third stanza begins the same way as the first. (3) The phrases "I will deem" and "from morn to even" will probably cause difficulty too. We can suggest no other measure than concentrated attention unless you include these phrases in your b.b. outline, and then as memorization advances, take them off.

GRADE IX HISTORY

The work for November might be the remainder of Section II and Section III.

Chap. XI

The Growth of Democracy in Athens Under Pericles

A.—Preliminary Review:

(a) The original Achaean system of government. (See Sec. A of Outline, Part II, Chap. VII).

The Composition of the Assembly

1. In Achaean times the Assembly consisted of all tribesmen.
2. (A backward step here). Assembly becomes limited to the wealthy class. But powers increased.
3. The "tyrants" or leaders of the people secured admission to the Assembly of all tribesmen who could buy heavy armor.
4. Under Solon took on its original composition of all tribesmen.
5. Under Clisthenes composition unaltered.

At the same time power passed from the hands of the king to an oligarchy: the Council of the Areopagus (heads of "noble" families)—(a) who appointed "archons" from its own number to lead in war or assume chief charge of affairs in peace; (b) initiated legislation. Then the powers of the oligarchy were gradually taken over by the democratic Assembly—the appointment of "archons" or later "generals", and the initiation of legislation or business.

B.—The Growth of Democracy in Athens Under Pericles.

Let us determine in what respects the citizens of Athens acquired fuller democratic powers during the time of Pericles.

1. Their appointees,—the Board of Generals—become the chief administration. Not only that but it came to include the "demagogue" of the time,—the most trusted leader of the people. Pericles was recognized as demagogue for many years and was elected 15 times to the Board of Generals.
2. The affairs of government played a large part in the life of the people. The Assembly met frequently to transact business, so all citizens had to give much time to government affairs and take a very active part. All public officials had become the servants of the Assembly.
3. Courts of the older citizens were established to try all offences, and payment for jury service was initiated so that the poorer classes could be represented.

Architecture:

Greek Art Under Pericles.—This requires an oral lesson with the teacher guiding its development, to ensure that proper study of the Plates takes place. In studying pages 106 and 107 be sure that each section of the Acropolis referred to is located on the "Plan of the Acropolis," and visualized by the help of the "restoration" on page 103, which we make out to be facing west, as are the ruins of the Acropolis, Plate XX. No. 7 on the "Plan of the Acropolis",—the Portico of the Erechtheum (picture Plate XXII) is hard to find. It is to the north and east of No. 6, the great bronze statue of Athene the Champion. (The text speaks of this statue being seen from the sea: Note that Athen's port, the Piraeus, was on the Bay of Salamis which is to the west of Athens.) On the plan No. 7 seems to be a part of No. 6.

See the picture of part of the Parthenon frieze on page 97. Refer again to the picture of Doric columns, page 72.

Drama: A Silent Reading Exercise.

English Drama

1. Early English drama had its origin in the presentation of religious stories.
2. Present day drama may have few or many characters in the cast.
3. The action may take place over many days or even years.
4. Elaborate stage scenery.

(b) The growth of democracy in Athens 1000 - 500 B.C. (Solon: Clisthenes: See Outline, Chap. VIII, Sec. III).

A new alignment of the old material might help to ensure grasp of the subject matter under review; e.g., the story of the development of the democratic powers of the Assembly previous to time of Pericles.

Its Powers

- (a) Called together to hear the decisions of the King and Council of Chiefs.
- (b) Could express approval or disapproval.
- (a) Accept or reject proposals of Council as before.
- (b) To decide upon war and peace.
- (c) To choose "archons" (which had been the right of the Areopagus).
N.B.—Though the text doesn't explicitly say so, we would judge that the "archons" were chosen from among the nobles.)
- Powers the same.
- (a) Could now discuss proposals of the Council.
- (b) Could try the archons for misgovernment.
- (a) Any member could propose new business.
- (b) Appointment of ten "generals" yearly in place of "archons". (Still, we would judge, chosen from among the nobles.)

5. An enclosed theatre.

Greek Drama

What similarity? What difference? (List same under five headings).

Literature and Philosophy:

Make a list of the famous names of Greek literature in the age of Pericles. (1) the great dramatists; (2) the great historians; (3) the great philosophers. Do not slight these names. (Look up pronunciation.) They are significant in the world of Greek ideas, to which we owe so much in our modern thinking. Which of these names means most to you now? Why? All will mean much if you study anything of their writings. We would particularly recommend *Aristophanes* for class-room reading. His comedies, as your text says, may be occasionally coarse, but they are unquestionably good fun, and have such a very modern flavor that it is amazing to think they were written so long ago. Read "The Clouds" which pokes such fun at Socrates. This play has had a number of successful revivals in the "Little Theatre" world of late.

The Greek Historians:

You have been studying Greek history as written by an American. It would be interesting to read something of what their own historians wrote about their own times. *Herodotus* was a great traveller and visited many places of which he has left us a description. The city of Babylon was one of these. "The Greeks were wide awake and intensely curious about how the rest of the world lived. Babylon was a land of romance and mystery."

An extract from *Herodotus' description*: "The city stands on a broad plain and is an exact square, a hundred and twenty furlongs (furlong = $\frac{1}{8}$ mile) each way, so that the entire circuit is four hundred and eighty furlongs. (How many miles?) While such is its size, in magnificence there is no other city that approaches to it. It is surrounded, in the first place, by a broad and deep moat, full of water, behind which rises a wall fifty royal cubits in width, and two hundred in height. (The royal cubit is longer by three fingers' breadth than the common cubit: *Herodotus' own note*.)

"And here I may not omit to tell the use to which the mould dug out of the great moat was turned, nor the manner wherein the wall was wrought. As fast as they dug the moat the soil which they got from the cutting was made into bricks, and when a sufficient number were completed they baked the bricks in kilns. Then they set to building, and began with bricking the borders of the moat, after which they proceeded to construct the wall itself, using throughout for their cement hot bitumen, and interposing a layer of wattled reeds at every thirtieth course of the bricks. On the top, along the edges of the wall, they constructed buildings of a single chamber facing one another, leaving between them room for a four-horse chariot to

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turn. In the circuit of the wall are a hundred gates, all of brass, with brazen lintels and side posts. . . .

"The city is divided into two portions by the river which runs through the midst of it. This river is the Euphrates, a broad, deep, swift stream, which rises in Armenia, and empties itself into the Erythraean sea. The city wall is brought down on both sides to the edge of the stream, thence from the corners of the wall, there is carried along each bank of the river a fence of burnt bricks. The houses are mostly three or four stories high; the streets all run in straight lines, not only those parallel to the river, but also the cross streets which lead down to the waterside. At the river end of these cross streets are low gates in the fence that skirts the stream, which are, like the gates in the outer wall, of brass, and open on the water. . . .

"But the greatest wonder of all that I saw in the land, after the city itself, I will now proceed to mention. The boats which come down the river to Babylon are circular, and made of skins. The frames, which are of willow, are cut in the country of the Armenians above Assyria, and on these, which serve for hulls, a covering of skins is stretched outside, and thus the boats are made, without either stem or stern, quite round like a shield. They are then entirely filled with straw, and their cargo is put on board, after which they are suffered to float down the stream. Their chief freight is wine, stored in casks made of wood of the palm-tree. They are managed by two men who stand upright in them, each plying an oar, one pulling and the other pushing. The boats are of various sizes, some larger, some smaller. . . . Each vessel has a live ass on board; those of larger size have more than one. When they reach Babylon, the cargo is landed and offered for sale; after which the men break up their boats, sell the straw and the frames, and loading their asses with the skins, set off on their way back to Armenia."

Thucydides: An extract about the building of the "Long Walls."

"In such hurried fashion did the Athenians rebuild the walls of their city. To this day the structure shows evidence of haste. The foundations are made up of all sorts of stones, in some place unwrought, and laid just as each worker brought them; there were many columns too, taken from sepulchres, and many old stones already cut, inserted in the work. The circuit of the city was extended in every direction, and the citizens, in their ardor to complete the design, spared nothing.

"Themistocles also persuaded the Athenians to finish the Piraeus, of which he had made a beginning in his year of office as Archon. The situation of the place, which had three natural havens, was excellent; and now that the Athenians had become sailors, he thought that a good harbor would greatly contribute to the extension of their power. For he first dared to say that 'they must make the sea their domain,' and he lost no time in laying the foundations of their empire. By his advice they built the wall of such a width that two waggons carrying the stones could meet and pass on the top; this width may still be traced at the Piraeus; inside there was no rubble or mortar, but the whole wall was made up of large stones hewn square, which were clamped on the outer surface with iron and lead. . . . He was fond of telling the Athenians that if they were hard pressed they should go down to the Piraeus and fight the world at sea.

"Thus the Athenians built their walls and restored their city immediately after the retreat of the Persians."

Xenophon: An extract from Hellenica, Bk. II, describing the fall of Athens.

" . . . On their arrival a general assembly was convened, in which the Corinthians and Thebans more particularly, though their views were shared by many other Hellenes also, urged the meeting not to come to terms with the Athenians, but to destroy them. The Lacedaemonians replied that they would never reduce to slavery a city which was itself an integral portion of Hellas, and had performed a great and noble service to Hellas in the most perilous of emergencies. On the contrary, they were willing to offer peace on the terms now specified—namely, "That the long walls and the fortifications of Piraeus should be destroyed; that the Athenian fleet, with the exception of twelve vessels, should be surrendered; that the exiles should be restored; and lastly, that the Athenians should acknowledge the leadership of Sparta in peace and war, leaving to her the choice of friends and foes, and following her lead by land and sea." Such were the terms which Theramenes and the rest who acted with him were able to report on their return to Athens. As they entered the city, a vast crowd met them, trembling lest their mission should have proved fruitless. For indeed delay was no longer possible, so long already was the list of victims daily perishing from starvation. On the day following, the ambassadors delivered their report, stating the terms upon which the Lacedaemonians were willing to make peace. Theramenes acted as spokesman, insisting that they ought to obey the Lacedaemonians and pull down the walls. A small minority raised their voice in opposition, but the majority were strongly in favor of the proposition, and the resolution was passed to accept the peace. After that, Lysander sailed into the Piraeus, and the exiles were readmitted. And so they fell to levelling the fortifications and walls with much enthusiasm, to the accompaniment of female flute-played, deeming that day the beginning of liberty to Greece."

Some questions for consideration on the remainder of Chap. XI.—A "philosophy of life" is the thinking that guides what you do and what you hope for throughout your life; for example: if you believe that happiness lies in doing things for other people, that would be your philosophy of life, and that philosophy would govern your actions. **What are the major beliefs in the Greek philosophy of life?** (Study Socrates, Oration of Pericles, and the quotations on page 115 particularly.)

(a) Have you anything to learn from the Greeks? Is there anything in their ideals of living and doing that would be worth adding to your own?

(b) In what respects is the society of today superior in culture to that of the Greeks? (See: The limitations of Greek culture.) Outline your answer.

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Chap. XII. An Assignment

1. Be able to demonstrate with b.b. drawing the general plan of a Greek home.
2. Outline the remaining material of the Chapter under the following headings:
 - (a) The defects of Greek housing from our point of view.
 - (b) Greek family life:
 - (1) the life of a gentleman.
 - (2) the life of the women.
 - (3) the life of the children—at home, at school.
 - (c) The occupations of the Greeks.
3. Is there anything in the everyday life of the Greek artisan or factory worker that you would regard as superior to that of the artisan or factory worker of today?
4. Do you see anything in the life of the rich men to account for the large number of great men that Athens produced?

Chap. XIV

Review briefly the civilizations of parallel development to the Greeks: (1) along the Nile; (2) along the Tigris and Euphrates; (3) among the Phoenicians; and (4) Hebrews. Recall how the civilization of the Tigris and Euphrates spread to Lydia and Medea, which in turn, together with Egypt, Phoenicia and Syria, became part of the great Persian Empire; how Greece came in the path of Persian expansion but held the East at bay. Point out, however, the cause of Greek downfall in internal division between the city states (Chap. XIII) with the consequent conquest of Greece by Macedonia. The great figure of the Macedonian period is **Alexander the Great**.

Directions for Pupil Study of Chap. XIV

1. Study the first section of Chap. XIV in connection with the map. Be able to describe from the map the main line of Alexander's campaigns. (Be able to discuss this under four headings).
2. "Alexander, the great commander": What, to you, is the secret of Alexander's military genius?
3. What was the great result of Alexander's conquest of the east? Was this result planned or accidental?
4. What measures did Alexander take to bring the east and west together?
5. Outline the chapter in such a fashion that these important questions become your main headings.

Grade XII—King Lear**Introductory:**

- A.—Opinions of critics regarding the play:
 1. "His greatest tragic picture." (Wright)
 2. "His masterpiece." (Hudson)
 3. "King Lear is the greatest single achievement in poetry of the Teutonic or northern genius." (Dowden)
 4. "In King Lear the tragic art of Shakespeare touches its sublimest height." (Mabie)
 5. "Shakespeare's greatest work." (Bradley)
- B.—It will be interesting to see for ourselves this play of which the critics speak so highly and try to understand something of its greatness. The story concerns a King, **Lear**, who had three daughters, **Goneril**, **Regan** and **Cordelia**. (Write the names of all characters on b.b. as you proceed with your introductory story. Leave these names together with some descriptive remark about each on the b.b. for reference as you read the play.) The King is old and has decided to divide his kingdom among his three daughters,

according to the love each bears for him. **Goneril** and **Regan** are already married to two Dukes of the old King's kingdom, —**Goneril** to the Duke of **Albany** and **Regan** to the Duke of **Cornwall**. At the time of the old King's decision to divide his power among his daughters there are two suitors for the hand of **Cordelia** at his court—the Duke of **Burgundy** and the King of **France**. Which of these marries **Cordelia** we shall discover as we read the play. Two other nobles than the Duke of **Albany** and the Duke of **Cornwall** (married to the King's daughters) appear in the play,—the Earl of **Kent**, and the Earl of **Gloucester**, both very loyal followers of **King Lear**. The second of these, the Earl of **Gloucester**, has two sons who play a prominent part in the story,—**Edmund** and **Edgar**. **Edmund** is the villain of the play; **Edgar** is of a very dissimilar character. Of the other characters who appear in the story the **Fool** and **Oswald** are the only ones who need be noticed now. The **Fool**, **King Lear's** fool, and constant companion, you will love long before the play closes. **Oswald**, **Goneril's** servant, is a very slight character indeed.

Persons of the Play**Lear**—King of Britain.**Daughters of Lear:****Goneril**—married to Duke of **Albany**.**Regan**—married to Duke of **Cornwall**.**Cordelia**—suits for **Cordelia's** hand (1) Duke of **Burgundy**, (2) King of **France**.**Earl of Kent**,**Earl of Gloucester**,faithful followers of **King Lear**.**Gloucester's sons:****Edgar**.**Edmund**—the villain of the play.**The Fool**—**Lear's**.**Oswald**—**Goneril's** servant.

Now read the play aloud with the class interpreting as dramatically as possible. Keep seeing the stage and as you take the part of each character, think to yourself, where the characters to whom you are speaking would be. Read with explanation of difficult passages, and note also the interesting vocabulary and fine poetic lines.

Possible disposition of the characters on the stage for Act I, Scene 1:

King Lear in the centre.

Two daughters **Goneril** and **Regan** to the immediate left of the King; these two are of similar character, understand one another and might well be together.

Kent across stage from **Cordelia**; this will keep the action and the speeches balanced.

Kent passes across the stage to **Cordelia** before making his exit to the right.

Albany and **Cornwall** to the King's immediate right.

Cordelia well out on the stage to the right. This will give prominence to the King's turning to her for her reply and to her speeches which are important for the plot.

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Gloucester, Burgundy and France enter from the left. After Lear's exit to the right France will cross to Cordelia.

Goneril and Regan will remain to the left of the stage.

Act II, Scene 2

(We see this scene in the grey of dawn; Gloucester's castle is the background; castle gates in the foreground.)

Kent very nearly drives Oswald off the stage at the left. Edmund is the first through the gates at the castle,—goes left. Gloucester remains in the centre. Cornwall to the right.

Act II, Scene 4

Kent left in the stocks. Fool here also, where he makes play about the stocks with his bauble.

Oswald and Goneril left.

Gentleman right.

Cornwall and Regan right.

Goneril and Regan meet centre stage, but Lear might come between them when he says, "O Regan, wilt thou take her by the hand?" and Goneril might turn further left, away from Lear, when she says, "At your choice, sir." It seems rather important dramatically that the sisters should be on opposite sides of the stage to bait Lear, and that he should turn from one to the other. It seems to me that this action would emphasize the distraction of Lear's mind and his impotence.

Act III, Scene 6

Kent left.

Lear centre.

Edgar and Fool seated side by side.

Act III, Scene 7

In this scene, too, I think Gloucester should be centre and his tormentors to either side of him; perhaps Cornwall to the left and Regan to the right. The servant who seeks to stop Cornwall should come from the back of Cornwall's side of the stage and cross to Regan. When Cornwall draws on him, his back is turned to Regan, and his position is between Cornwall and Regan, so that Regan readily stabs him from behind.

Act V, Scene 3

In the last act, Albany and Edmund might occupy the centre of the stage at first, with Regan and Goneril to either side. (They are no longer in collaboration, but opposed because of their love for Edmund.) When their bodies are later borne in, they should, we think, occupy centre stage background, perhaps they might be set on a raised platform, the bodies probably draped in black. The dying Edmund will then be directly in front, thus grouping Edmund and the two women who loved him,—the three villains. Later Lear will lay the dead Cordelia on the steps below the draped figures and the scene will round out the story which began with Lear and his three daughters occupying the centre of the stage in the scene of Lear's division of his kingdom. It is as though the sonata or symphony, if you like, had returned to its original motif, but now how differently the notes are struck, the chords composed!

Throughout your reading of this play to your students, then, you must try to visualize the stage and the gestures and actions of the characters. We must never forget that Shakespeare wrote his plays to be acted, and we must use what he himself calls "the mind's eye."

But not only must the teacher visualize the scene in order to interpret the drama but the pupil also should constantly be urged to see the picture for himself, to see the stage, to try to tell where the people are on the stage, and what they are doing. He must keep in mind that everyone on the stage is vitally involved. Listen to Coleridge commenting on Act III, Scene 4: "Take it but as a picture for the eye only, it is more terrific than any which a Michael Angelo, inspired by a Dante, could have conceived, and which none but a Michael Angelo could have executed." And when you add that it is more than a picture, since the scene is continually changing, it will tax our imagination to grasp it at all.

Some pictures: (1) In the very first scene where is the Fool? He is not mentioned, as it happens, as being present, yet it is his duty to be there, to be with the King whom he loves. In one stage representation before he goes out with the King (at p. 258) he runs quickly over to where Cordelia is standing, picks up the edge of her skirt and puts it to his lips without saying a single word. What do you think of that "business" as it is called?

(2) When Gloucester says to Edgar: "In, fellow, there, into the hovel: keep thee warm" (III, 4, 163) does he un-

consciously connect Edgar the idiot beggar with Edgar his son? (See V, 1, 345: "My son came then into my mind"). If he was instinctively thinking of his son, what would he likely be doing when he says, "In fellow . . . keep thee warm"? Put yourself in Gloucester's place and try to see.

(3) In IV, 7, 59 the distracted King, imagining Cordelia to be a spirit kneels down before her, when Cordelia says, "No, sir, you must not kneel." What picture comes before your eye as you read?

(4) What does Lear probably do when he says: "Who are you?" (V, 3, 279).

(5) What is the reason why Albany exclaims "O see! see!"? (V)

Not only must the play be read and studied in such a way as to see these characters as living people in an actual setting, but the **quality of the wording and poetry** of the play should be given prominence as the reading proceeds.

Re Vocabulary: (Note from Dr. Broadus: "The Story of English Literature": MacMillan). "New words were pouring into the language from Latin, Italian, French and Spanish. This 'new world of words' was as stimulating to the imagination of the Elizabethans as the new world across the Atlantic. They 'sporting' new-fangled words as they 'sporting' new-fangled costumes. The description of Don Armado in Shakespeare's 'Love's Labor Lost':

'A man of fire—new words, fashions own knight . . .

A man in all the world's new fashion planted,

That hath a mint of phrases in his brain;

One whom the music of his own vain tongue

Doth ravish like enchanting harmony

is applicable to Elizabethans generally. Poets and prose-writers alike found words enchanting, loved to play with them, to jingle them, to make puns with them. Most of all they loved to try them out in new combinations, to coin new phrases, to see what possibilities of new significance lay in the gorgeous vocabulary with which they played. The arch-experimenter was Shakespeare. The voyager among Shakespeare's plays will discover, not only a richness of vocabulary such as no writer since has had in equal measure, but also a richness of phrase, a power of expressing a thought with such vividness that nobody since has been able to put it so well."

Some of the **striking phrases and passages** regarded from the standpoint of vocabulary: (Set the students to finding others.)

Cordelia: "a still-soliciting eye."

"The jewels of our father, with wash'd eyes Cordelia leaves you."

Edmund (to Gloucester of Edgar): "it would make a **great gap in your own honour, and shake in pieces the heart of his obedience.**"

Note the variety of wording and phrase in Gloucester's speech beginning: "These late eclipses in the sun and moon portend no good to us."

Lear (of Goneril): "With cadent tears fret channels in her cheeks."

Lear: "the untended woundings of a father's curse."

One must admire the versatility of Kent's abuse in his attack on Oswald. See the speech beginning: "A knave; a rascal; an eater of broken meats; a base, proud, shallow, beggarly . . ."

Kent: "I'll so carbonade your shanks."

Lear: "Down, thou climbing sorrow, thy element's below!"

Some passages remarkable for the **quality of the poetry, the vividness of imagery, their dramatic quality, their pathos, their humour; the music of the line; the penetration of the thought:**

Vividness of imagery:

(1) "The bow is bent and drawn; make from the shaft." Lear.

(2) "Now thou art an O without a figure." Fool.

(3) "That's a shealed peascod." Fool.

(4) Note the telling brevity of the Fool's remark "Lear's shadow" in contrast to his usual garrulity. The very brevity is arresting.

(5) Lear: "down thou climbing sorrow, thy element's below."

(6) Lear: "Or at their chamber-door I'll beat the drum, till it cry sleep to death."

(7) Lear: "O Regan, she hath tied sharp-toothed unkindness, like a vulture, here."

(8) Act III, Sc. 1—Gentleman: Speech beginning "Contenting with the fretful elements." Note the phrase "eye-

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less rage" in this speech. Compare it with our common phrase "blind rage."

(9) Lear: "Blow, winds, and crack your cheeks." This whole speech is exceedingly fine; indeed the scene is unforgettable. "And thou, all-shaking thunder, smite flat the thick rotundity o' the world." "Rumble thy bellyful!" (Listen to the mere sound of the words of these lines.) "Spit, fire! spout rain."

(10) Lear: Scene IV. (Scenes II and IV of Act 3 are tremendous scenes.)

I'll pray and then I'll sleep. (And this is the prayer).
"Poor naked wretches, wheresoe'er you are . . . and show the heavens more just."

This speech is just one example of why Shakespeare appeals to people at all times. You might have thought him looking out on the society of today. Hear the remark of Bradley, whose work on Shakespearean Tragedy is perhaps the finest interpretation we have of Shakespeare. He says, "This is one of those passages which make one worship Shakespeare." ("Shakespearean Tragedy", p. 287).

For vividness of imagery, particularly note:

"How shall your houseless heads and unfed sides, your loop'd and window'd raggedness, defend you from seasons such as these?"

(11) Gloucester: Act III, Scene 7. Speech beginning "Because I would not see thy cruel nails." Note the line "And quenched the stalled fires" for interesting vocabulary and imagery.

(12) Gloucester: Act IV, Scene 1. The description of the cliff by the sea. Speech beginning

"There is a cliff whose high and bending head

Looks fearfully in the confined deep."

The personification here is very effective.

(13) Edgar's description of the same cliff, Act IV, Scene 6, makes you feel its height and see the whole scene very clearly. Speech beginning "Come on sir; here's the place: stand still."

(14) Lear's magnificent speech, Act V, Scene 3: "Come let's away to prison." Note the vividness of language in such phrases as: "And take upon's the mystery of things, as if we were God's spies; and we'll wear out in a wall'd prison, packs and sects of great ones that ebb and flow by the moon."

(15) Kent: Act V, Scene 3. "Vex not his ghost: O let him pass! he hates him

That would upon the rack of this tough world

Stretch him out longer."

16. Note too, the vivid quality, its picturesqueness, of all Edgar's feigned insanity. Many lines and passages are unforgettable in their power to stir the emotions: their moving quality.

(1) In answer to Lear's cry "Who is it can tell me who I am?" note the Fool's reply "Lear's shadow." The brevity, the cadences of the speech, its pointed quality, show it to be no jest, but the little Fool's heart has come right to view in his intense and sorrowful realization of Lear's folly and the change that it is making in him.

(2) Act II, Scene 1. Gloucester: "O, madam, my old heart is crack'd, is crack'd!" Listen to the very sound of the words.

(3) Act II, Scene 4. The pitiful quality of Lear's attempt at patience and forbearance.

I prithee, daughter, do not make me mad:

I will not trouble thee, my child; farewell. (A heart-broken humbleness.)

(4) The dignity of Lear's grief in his humiliation together with the fury of its bitterness. Act II, Scene 4. Speech beginning "O reason not the need."

(5) Act III, Scene 2. One cannot escape being caught up into the tempest of Lear's rage and grief in this scene, and yet he can so far forget himself as to be gentle with and thoughtful of his Fool: "Come on, my boy: how dost, my boy? art cold?"

(6) Act III, Scene 4. In this scene the bitterness and rage of Lear's grief is exhausting itself, but the "tempest of his mind" has left him worn and broken, with a grief-

stricken gentleness that is more moving than his invectives.

(a) "Prithee, go in thyself; seek thine own ease . . . In, boy; go first . . . I'll pray, and then I'll sleep." The sweetness of Lear's nature is reasserting itself in his grief.

(b) "Hast thou given all to thy two daughters? And art come to this?" (to Edgar).

(7) Note, too, Shakespeare's characteristic blending of tragedy and humour, when we see Lear's tearing off his clothes in the storm, and the Fool's attempt to maintain the King's sanity with his humorous little speech: "Prithee, nuncle, be contented; 'tis a naughty night to swim in."

(8) The pitiful gentleness of Lear's grief-stricken imaginings. Act III, Scene 6:

(a) "The little dogs and all, Tray, Blanch, and Sweetheart, see, they bark at me."

(b) "Make no noise, make no noise; draw the curtains: so, so, so. We'll go to supper i' the morning. So, so, so."

(9) Cordelia, Act IV, Scene 7: "To watch—poor perdu!—with this thin helm."

(10) The sweetness of Lear's speech in face of imprisonment. Act V, Scene 3: "Come let's away."

(11) Act V, Scene 3. Lear's speeches to his dead Cordelia: (a) "Cordelia, Cordelia! stay a little. Ha!

What is't thou say'st? Her voice was ever soft, Gentle and low."

(b) "And my poor fool is hang'd! No, no, no life! (his poor fool is Cordelia.)

Why should a dog, a horse, a rat, have life,

And thou no breath at all? Thou'lt come no more, Never, never, never, never, never!"

The music or fading cadence of some of the lines is worth noticing. (Have students find others.)

(1) Lear's shadow. (noted before).

(2) The closing lines of Kent's speech as he goes to sleep in the stocks in front of Gloucester's castle, after a strenuous and depressing day.

"All weary and o'er watch'd,

Take vantage, heavy eyes, not to behold

This shameful lodging.

Fortune, good night: smile once more; turn thy wheel."

(3) The finality of the scene closing, Act II, Scene 3: "Edgar, I nothing am."

(4) You can hear the swinging shut of the doors of the castle—the doors that were to shut Lear out into the storm, in the closing lines of Act II, Scene 4.

Regan: "O, sir, to wilful men

The injuries that they themselves procure

Must be their schoolmasters. Shut up your doors:

He is attended with a desperate train;

And what they may incense him to, being apt

To have his ear abused, wisdom bids fears."

Cornwall: "Shut up your doors, my lord; 'tis a wild night: My Regan counsels well: come out o' the storm."

The penetration of the thought: (1) Kent. Act I, Scene 1:

"Nor are those empty-hearted whose low sound

Reverbs us hollowness."

(2) Lear. Act III, Scene 4:

"When the mind's free

The body's delicate: the tempest in my mind

Doth from my senses take all feeling else

Save what beats there."

(3) Edgar. Act III, Scene 6:

"Who alone suffers, suffers most i' the mind,

Leaving free things and happy shows behind:

But then the mind much sufferance doth o'er skip,

When grief hath mates, and bearing fellowship."

(4) Doctor. Act IV, Scene 4: "Our foster-nurse of nature is repose."

(5) Edgar. Act IV, Scene 2: "Men must endure their going hence, even as their coming hither: ripeness is all."

Have pupils find other lines and passages.

Next month's issue will continue with the study of King Lear and will involve character and plot study, and some general considerations. The study of Richard II will also be begun.

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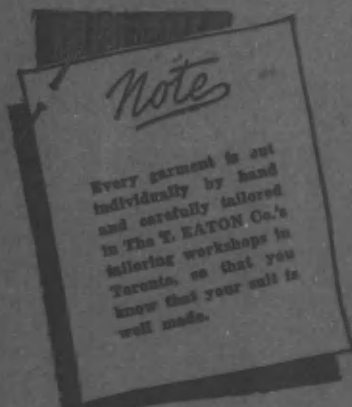
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